



# 2020

## ANNUAL SCHOOL REPORT



### St Philip Neri Catholic Primary School

67 Baringa Road, NORTHBRIDGE 2063

Principal: Ms Fiona Bylsma

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

---

## About this report

---

St Philip Neri 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 also be obtained from the [My School website](#).

---

## Message from key groups in our community

---

### Principal's Message

I am proud to share with you the 2020 Annual School Report. Despite the many challenges of 2020 with the COVID-19 pandemic, St Philip Neri Primary School remained dedicated to education of students from Kindergarten to Year 6. We believe that the students in our care are at the centre of all our endeavours, and through effective teaching and learning we aim to prepare them to make a contribution to our world and reach their potential. Our challenge as educators is to build a learning community in partnership with the home and parish, modelling relationships built on:

- mutual respect
- affirmation and welcome of individual difference
- collaboration and support
- gratitude and service

Our educational endeavours combine so that our students will be responsible, respectful, lifelong learners, who are encouraged to serve others and become effective global citizens. Our school motto loving in "Deeds not Words", inspires us as a Catholic community to actively live our faith and make a difference in our world.

### Parent Body Message

Our parent community enthusiastically commenced 2020 with our Kinder Parent Morning Tea and Welcome Drinks. In March things changed when COVID restrictions were introduced. Social events were cancelled and there were a number of weeks of Home Based Learning. Whilst it was a challenging time, it was also quite amazing the way that our teachers, parents and students adapted and learning continued.

The school was unable to have any social functions so our class parents organised smaller functions including coffee catch-ups and play dates, to keep us all connected and our P&F meetings moved online to Zoom. Thank you to our Principal and all school staff who came up with various ways to keep parents in touch with what was happening in the classroom. We saw amazing video's for Open Classrooms, Grandparents Day and the Book Parade, just to name a few.

A Crazy Colour Fun Run was held at the end of the year and was a great success. Feedback from the children and staff was overwhelmingly positive and as an added bonus we were able to raise some funds towards scooter racks.

We are grateful to all our parent community members for their ongoing support this year and thank those moving moving on for their valued contributions to our school.

### Student Body Message

In 2020 the COVID-19 pandemic meant many changes to our school year including a period of Home Learning but we are proud of the way our students and teachers adapted and adjusted in these challenging times, continuing to provide wonderful learning experiences for all of us.

In 2020 the students at St Philip Neri contributed in many ways to the life of the school and had many opportunities including Coding classes, Genius Hour, Passion Projects, Maths Olympiad and the ICAS Competitions. As we were unable to travel offsite, all classes got the opportunity for an incursion including incursions from Fizzics Education, The Drama Toolbox and Willoughby Council. A highlight for us this year were our Sabbatical /Well-being Weeks, especially when as a community we came together to make over a hundred and fifty care packs that were delivered to frontline health workers and contact tracers at RPA Hospital for our Acts of Kindness initiative.

Throughout the year, we celebrated liturgies for Mother's and Father's Day, ANZAC Day, Remembrance Day and various special Feast Days. Social outreach and living our motto of 'Deeds Not Words' continued this year. Our Year 6 leaders ran ice block days to support a young man studying to become a teacher in East Timor, we raised funds for Project Compassion, CARITAS and supported St Vincent De Paul's Annual Christmas Appeal and Toy drive.

---

## School Features

---

St Philip Neri Catholic Primary School Northbridge, is a Catholic systemic co-educational school. The School is a single stream primary school for boys and girls located in Sydney's Lower North Shore in the suburb of Northbridge. It is the most southern school in the Diocese of Broken Bay. The School was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the Parish church. The School and parish are named after St Philip Neri, an Italian humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. The School is also steeped in the charism of Mary MacKillop that is reflected in the School's motto "Deeds not Words".

The School's vision is to respect others, embrace challenge, and celebrate diversity, reaching out to others through actions and relationships. The School offers a welcoming Christ centred community, quality teaching and learning, specialist programs - Physical Education, Library, Music and Band, access to various ICLT devices and support of students pastoral care through the PBL program. Features of the learning environment include modern classrooms with breakout spaces for small group instruction, a well resourced library/learning centre, a sound proof music room, an outdoor amphitheatre and a parish hall. Our administration building has been recently refurbished with the upgrading of our office, meeting room, student sick bay and staff facilities. The amphitheatre playground area includes a developmental and creative play space consisting of a sand pit, dry creek bed, sensory tunnels, blackboards, outdoor board games and the addition of playground storage for loose parts and construction materials. A basketball court and handball courts provide areas for more active play.

In 2020, students had opportunities to participate in extracurricular events and activities including:

- K-6 Public Speaking competition
- Maths Olympiad Australian Mathematics Competition
- Code 4 Fun Coding classes K-6
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone, percussion
- ICAS competitions
- Lunch Clubs including, Coding, Double Dutch Skipping
- Chess lessons
- French lessons

---

## 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
75	75	38	150

\* 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 96.13%. 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
95.69	95.92	96.00	95.69	96.66	96.20	96.75

### Managing Student Non-Attendance

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

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

- provides a caring environment which fosters 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	16
Number of full time teaching staff	7
Number of part time teaching staff	6
Number of non-teaching staff	3

### Total number of teaching staff by NESA category

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

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

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

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

### Professional Learning

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

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

### Summary of professional learning at this school

Optimising Student Outcomes Online - The use of platforms including Google Classroom, See Saw, Zoom and Weebly design in preparation for the period of Home Learning enabling a smoother transition to home learning for students, parents and staff.

Towards 2025- Launch of Catholic Schools School Broken Bay Strategic Vision- A system wide day held to launch the Diocesan direction for the next five years and develop the key focus areas and theme locally with school staff.

Catholic Mission/Living in Liminal Space- The challenges and gifts of the last twelve months, its role in our faith journey and this time of reflection and transformation for us all.

---

## 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.

At St Philip Neri Catholic Primary School we foster our Catholic values within our Christ centred community. Our school motto of Deeds Not Words, derived from St Philip Neri, is embedded into daily school life with our students encouraged to make a difference in our world through their actions.

In 2020 the School continued to work in partnership with our parent community and our local Parish community, the Parish of the Lower North Shore. Our year commenced with the opening School Mass and another highlight was the celebrations for St Philip Neri Feast Day. The students participated in many class based liturgies throughout the year to celebrate special events on the liturgical calendar. Students actively participated in the liturgical life of the school giving witness to their faith through liturgy, participation in class lessons, daily prayer and their involvement in social justice initiatives. Students are supported and nurtured in the loving Catholic environment provided by the staff of St Philip Neri.

Social Justice initiatives across the school highlight the importance of living the Gospel values and expressing them through service. Led by the student Social Justice leaders, this year St Philip Neri has been involved in fundraising to support Caritas Australia through Project Compassion; the donation and organisation of Care Packs for local elderly residents at St Paul's Aged Care facility; Care Packs for Frontline Health Care Workers and Contact tracers at RPA hospital and NSW Health; and donating goods for the St Vincent de Paul

Winter Appeal and toys for the Christmas Appeal. We continued to support our sister parish of Lete Foho in East Timor. Our Year Six leaders coordinated ice block days in Term One and Term Four and funds were used to sponsor a young man in Lete Foho, East Timor who is studying to become a teacher.

---

## 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.

In 2020 Learning and Teaching goals continued to be aligned to the School Improvement Plan Goal (SIP) of creating a culture of creative, critical thinkers. There was continued focus on professional learning around the development of Quality Assessment Tasks, using the Quality Assessment framework. Quality Assessment Tasks have enabled students to demonstrate greater depth of knowledge in Religious Education, Science and Technology, History and Geography.

Student agency has been an area of development with a focus on personal learning goals and self/ peer editing opportunities to increase student engagement. The school continued its implementation of New Pedagogies for Deep Learning with a specific focus on developing the learning competency of 'Character' through our Genius Hour and Passion Projects implemented in Years 3-6. The development of Integrated Deep Learning Units of work for all classes across K-6 this year has also deepened student knowledge and growth in 21st century learning competencies.

The Extending Mathematical Understanding (EMU) program continued in 2020 with mathematically vulnerable students in Stage 1 and Stage 2 receiving intervention support to improve conceptual understanding in the number strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes. Teachers continued to analyse student data in the areas of Literacy and Numeracy to develop adjustment plans or offer enrichment for students.

The Learning Support Team actively supported students across all classes. MultiLit and MiniLit Programs were implemented for students in Kindergarten to Year 3 who required targeted intervention. Students with identified needs received support within classrooms through both small group and individual intervention to assist children with their reading, comprehension and numeracy skills.

Opportunities for enrichment were provided through Maths Olympiad, the Public Speaking Competition, ICAS tests, Premier's Reading Challenge and Willoughby Council Literacy Competition. Although face to face Professional Learning was limited in 2020 the school

leadership team and teachers continued to attend online learning in the areas of New Pedagogies for Deep Learning, various ICLT webinars and ACER data analysis courses.

---

## 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 School promotes respect and responsibility through many initiatives. In 2020 Positive Behaviours for Learning (PBL) entered its third year at the school. At the heart of PBL is respecting self and others, taking responsibility for your own learning and allowing others the same courtesy.

At St Philip Neri, we are respectful, responsible, life-long learners. These are the overarching expectations that all students and staff adhere to. Our School Behaviour Expectations matrix outlines all the expectations that promote and develop respect and responsibility. Our PBL system is supported by our 'mini merit' awards where students are rewarded for displaying behaviours aligned to our school expectations and strive to achieve various levels for recognition (Bronze, Silver, Gold and Platinum awards).

The 2020 school year was a challenging one-locally, nationally and globally. During a disrupted academic year with anxiety levels elevated, particularly for our vulnerable students, the need for mental health support for school communities was paramount. Throughout the year, students, parents and teachers were supported locally at the school level and by the Catholic School's Broken Bay Office, with support resources via online platforms. The School's Home Based Learning Weebly, contained links for Mental Health support and other ideas for coping during the difficult COVID-19 pandemic. Regular phone calls were made to parents to check on student wellbeing during Home Based Learning and virtual video classroom walkthroughs, kept parents connected with the school, as much as possible.

In Term 3, students and staff were able to take part in a Wellbeing Week meditation and mindfulness session provided by a specialist practitioner in this area. Acts of Kindness were also a feature during that week, where care packs, made by our students were presented to

residents at the local aged care facility and to frontline health workers at Royal Prince Alfred Hospital.

In Term 4, roles and responsibilities of PBL student leaders in Year Six and SRC representatives in other classes, resumed. As health guidelines allowed more interaction, the year ended on a relative high with follow up meditation sessions in Wellbeing, a Colour Fun Run, an end of year concert video performance featuring items from K-6, Graduation Mass and outdoor Year Six Farewell. These events brought much needed sense of normality as we ended the year with hope for a better 2021.

---

## 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

#### Key Improvements Achieved

In 2020 the COVID 19 pandemic impacted on a number of improvements that were planned for the year. However the challenges of the pandemic allowed us to explore new ways of doing and key improvements were noted in the following areas:

- The development of online learning platforms for Kinder to Year 6, including creating a school weebly to deliver home-based learning for our students during the lock down period. The use of ICLT tools including Google Classroom, See-Saw and Zoom and the development of students ICLT skills in using these tools ensured continuity of learning across the year and these tools will be further explored into the future.
- students' critical, creative and reflective thinking in RE, History, Science and Tech and Geography has been strengthened through the continued development of assessment tasks that are aligned to the Quality Assessment Framework, allowing students to demonstrate knowledge at higher levels.
- Students in Years 3-6 had further opportunity to demonstrate agency in their learning through their Deep Learning Genius Hour and Passion Projects.
- Strong ongoing support in classrooms and during the home based learning period to support both vulnerable students and students requiring enrichment.
- The strong focus on student wellbeing through our PBL program, Sabbatical Week, Colour Fun Day and Acts of Kindness focus.

### Priority Key Improvements for Next Year

In 2021 we will begin a new cycle of school improvement in line with the Catholic Schools Office Broken Bay 'Towards 2025' strategic direction to be launched in mid 2021. There will

be a strong school focus on the areas of Student Achievement and Catechesis and Evangelisation.

In the area of Student Achievement the goal will be to improve student outcomes in literacy and numeracy by embedding a specific learning agenda driven by data analysis and research based best practice. This will involve teacher professional learning in the area of data analysis and participation in coaching cycles in the areas of Mathematics and Literacy. There will be a continued focus on the development of quality assessment tasks from Kinder to Year Six.

In Catechesis and Evangelisation the goal is to build, promote and maintain the Catholic identity of the school through a focus on faith formation of students and staff, parents. In 2021 the school will celebrate 200 years of Catholic Education in Australia and recognise the role that our school and its community has played in our history.

The school, will continue to focus on strengthening student resilience. We will continue to track all students on the social and emotional learning continuum. The school will continue to develop Learning partnerships in this area with all our primary students to participate in the six week 'Greatfulness Program'- facilitated by Jacqui Jones.

---

## 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

Parent feedback is valued by the School and in 2020, parents' opinions were sought through P&F meetings, parent/teacher meetings and through surveys including Diocesan Home Learning Survey, the SPN Advisory Homework survey and the Tell Them from Me TTFM Partners in Learning Survey.

This year saw the first SPN Parent/School Advisory Group. This group consists of three parent representatives and two representatives from the school. The focus for the Advisory Group has been to develop a new Homework Policy based on parent, student and teacher feedback.

Parents at the School felt very supported during the Home Learning period in 2020. Despite the challenges of the COVID environment, parents indicated they had opportunities to talk with teachers on a number of occasions throughout the year to discuss student progress. In the TTFM Partners in Learning Survey the School scored very highly in the areas of providing a warm, welcoming community, a safe environment for students and supporting positive behaviour. Many parents also commented on the dedication of all teaching staff and the strong sense of community at the school.

### Student satisfaction

In 2020 Years 4-6 students completed the Student Outcomes and School Climate Tell Them From Me (TTFM) online survey. This survey covered a range of areas including Social and Emotional

Learning and Drivers of Student Outcomes. Findings from this data highlighted the School is above the TTFM survey norms in the following areas:

- students are interested and motivated in their learning
- students try hard to succeed in their learning
- students have positive relationships at school
- students have positive relationships with their teachers
- students value the outcomes of their learning

- students feel they have advocacy in the school environment
- students feel their learning is well organised and rigorous
- teachers provide students with valued feedback to drive their future learning.
- students have many opportunities to participate in sports and extra curricular activities.

In the Tell them From Me survey students commented on the nurturing support that they get from their teachers and how they are always encouraged to do their best in a supportive environment. Students indicated they get many opportunities to participate in different activities at the school including lunch clubs and many sports.

### Teacher satisfaction

In 2020 the Tell Them From Me Teacher Survey was completed by all teachers. The teachers felt very supported by the School leadership team throughout a difficult 2020, both professionally and personally.

They responded that they were highly satisfied with the emphasis placed on student learning and achievement and the schools capacity to assist students to develop their full potential as learners. Teachers strongly valued the schools collaborative approach to professional learning especially in such a challenging year and the School's strong learning culture. Teachers recognised their growth as educators through the School's sustained focus on developing Quality Assessment tasks. Teachers value the School's direction in developing student's 21st Century Learning competencies through the New Pedagogies for Deep Learning Program. They value the opportunities they have been given to extend their ICLT capabilities this year and the skills they have learnt in adapting and responding to a different learning environment.

---

## 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.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,192,544
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$331,039
Fees and Private Income <sup>4</sup>	\$611,437
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$90,647
<b>Total Income</b>	<b>\$2,225,667</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$12,653
Salaries and Related Expenses <sup>7</sup>	\$1,663,040
Non-Salary Expenses <sup>8</sup>	\$563,634
<b>Total Expenditure</b>	<b>\$2,239,327</b>

### Notes

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

END OF 2020 REPORT