



2021

ANNUAL SCHOOL REPORT



St Philip Neri Catholic Primary School

67 Baringa Road, NORTHBRIDGE 2063

Principal: Ms Fiona Bylsma

Web: 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Philip Neri (the School) seeks to educate and form our children in Catholic missionary discipleship. The School aims to create an environment in which our children are inspired to know Christ, love learning and be the best they can be.

Our challenge as educators is to build a learning community in partnership with the home and parish, modelling relationships that are built on:

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

During 2021 the experience of the pandemic and a significant portion of our school year being spent learning from home required changes to our school goals. Our focus was on communication, pastoral care for our families and staff as well as the implementation and monitoring of safe practices for our community. Our staff and teachers did an amazing job with communication, home learning, checking in with parents and maintaining the learning of every student at their point of need. The St Philip Neri community showed a high level of cooperation and support during another very difficult year. We very much appreciate the attitude our community held during 2021 and look forward to more stable times ahead.

Parent Body Message

The core role of the P&F is fostering a strong sense of school community, with events and social activities traditionally being held throughout the year. Unfortunately, with COVID-19 restrictions continuing into 2021, we were unable to hold these events, and we were acutely aware of how that impacted parents (especially new parents to the school) interacting and getting to know each other better. Term One saw our first face to face P&F meeting before we moved back to Zoom for the remainder of the year.

In Term Two, we held a 'Reunion' fundraiser for the parents. It was great to be able to have the parent community come together after so long. Our fantastic group of class parents organised smaller group get togethers to keep their parents connected – coffee catch up's, play dates, and parent dinners.

Term Three saw us move into lockdown and home learning. Our teachers, parents and students all adapted quickly to the new routines. Thank you to our Principal and teachers who continued to keep parents in touch with what was happening in the classroom throughout the year. We are grateful to all our parent community members for their ongoing support this year and thank those moving on for their valued contributions to our school.

Student Body Message

This year proved to be quite different for all students. It was definitely a challenge with the extended lockdown but we found that we were able to learn in different ways during the year. Learning using Zoom, Google Classrooms and See Saw allowed us to continue to work and learn together. Despite the challenges, we still celebrated liturgies for Mother's Day, ANZAC Day, Remembrance Day and various special Feast Days. Actively living our motto of 'Deeds Not Words' continued this year. Our Year 6 leaders held ice block days to support Lete Foho in East Timor, we raised funds for Project Compassion, CARITAS and supported St Vincent De Paul's Christmas Appeal, donating hamper items for the needy.

Our Year 5 and 6 students were not able to have their camp or experience many of the events that our senior students would experience in a non pandemic year. This was disappointing for them but they were so pleased to have the Motiv8 Day at the end of the year as a way to celebrate the end of primary school. We would like to thank our teachers who worked hard to keep helping us during the year. They had to learn lots of new things as well and we are really grateful to them for the way they looked after us.

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 2021, students had opportunities to participate in extracurricular events and activities including:

- K-6 Public Speaking competition
- Maths Olympiad Australian Mathematics Competition
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone, percussion
- ICAS competitions
- Lunch Clubs including, Gardening Club, LEGO Club, Drawing Club
- 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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
78	63	37	141

* 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 96.98%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96.18	97.67	97.54	97.10	95.81	97.89	96.67

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	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 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

Staff attended the two day online Leading with Literacy-Powerful Practices for all Learners Conference facilitated by the Primary English Teachers Association. Areas of focus included Developing the Learning of Every Child in Literacy, Understanding the jigsaw of reading for children, Strategies to support English language learners in the classroom and using the Arts as a Superpower for Literacy.

A system wide staff development day, Towards 2025- Launch of Catholic Schools School Broken Bay Strategic Plan was held to outline the Diocesan direction for the next five years and introduce staff to the key focus areas and projects.

The St Philip Neri staff participated in a data sharing and analysis day during which 2021 class teachers handed over to 2022 teachers. Relevant information concerning each student was shared and passed on so that the new teachers were informed about the students in their 2022 class.

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.

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 2021 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 Liturgy and other highlights were the celebrations for St Philip Neri Feast Day and 200 years of Catholic Education in Australia. Due to the pandemic the students at St Philip Neri were not able to attend the Church for much of the year however the children continued to take part in prayer assemblies and liturgies on Zoom. Parents were also invited to join in on significant feast days. The school Religious Education program continued both in the classroom and online and teachers worked hard to include parents in home tasks concerning religious education so that a sense of connection with faith education could be maintained as best as possible. The School used our weekly newsletter and Compass application to ensure communication about religious activities remained prominent. As part of

the Schools celebrations for 200 Years of Catholic Education the school colour houses were renamed, Mackillop, Ciaran, Florence and Baringa, to reflect our the Schools rich Catholic and local history.

Led by the student Social Justice leaders the School continued to be involved in fundraising supporting Caritas Australia through Project Compassion; and donating goods for the St Vincent de Paul Winter Appeal and hampers 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 students in Lete Foho, East Timor who are studying to become teachers.

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 Philip Neri offers an engaging, purposeful primary education. Our team of passionate educators deliver the curriculum through differentiated, inquiry based learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning. In 2021 our Stage 3 classes were welcomed into a more flexible learning environment that combined two single classes into a larger shared learning space with two teachers. This ensures the curriculum can be more easily differentiated to meet students' learning needs and create a growth mindset amongst the older students.

Coaching and co-teaching became a focus for the ongoing professional development of all staff members and improvement of outcomes for all students. In Term One and Term Two the focus was on Mathematics specifically on questioning and differentiated tasks to meet students at their point of need. The school continued its implementation of New Pedagogies for Deep Learning with a specific focus on developing the learning competencies of Citizenship and Creativity through our Genius Hour and Passion Projects implemented in Years 3-6. Each class also continued to participate in weekly Philosophy Circles to encourage deep thinking and multiple perspectives on a variety of topics.

The unprecedented period of extended lockdown throughout Term Three and into Term Four meant that teachers had to again pivot their teaching to ensure students could access the curriculum from home. The skills they had gained from the previous year ensured quality teaching and learning continued during lockdown, in a way that did not place the burden on parents but allowed students to engage daily with their teacher on-line.

Intervention programs were also able to continue online to ensure students were able to be met at their point of need. The Learning Support Team actively supported students across all classes. MultiLit and MiniLit Programs were implemented for students in Kindergarten to Year 3. In Term Four Catholic School Broken Bay provided additional teacher support to students with identified needs in classrooms through both small group and individual intervention to assist children in classes with their reading, comprehension and numeracy skills on their return to school from Home Based Learning.

Opportunities for enrichment were provided through Maths Olympiad, the Online Public Speaking Competition, ICAS tests, Premier's Reading Challenge and Willoughby Council Literacy Competition. Although face to face Professional Learning was limited in 2021 the school leadership team and teachers continued to attend online learning and all staff attended the two day PETA Primary English Teachers Association Conference 'Powerful Literacy Practices for all Learners.'

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	92%	54%	0%	11%
	Reading	88%	55%	0%	10%
	Writing	92%	53%	0%	6%
	Spelling	71%	49%	0%	13%
	Numeracy	75%	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	50%	35%	0%	14%
	Reading	67%	40%	0%	11%
	Writing	33%	20%	0%	18%
	Spelling	50%	38%	0%	14%
	Numeracy	50%	29%	0%	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

Students at St Philip Neri are guided by our Positive Behaviour of Learning (PBL) approach to student management and behaviour. At St Philip Neri, we are respectful, responsible, life-long learners. 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). An annual assessment of student understanding about the school rules and expectations indicates that our students and staff know and understand all PBL expectations and procedures.

The school's anti-bullying guidelines are reinforced through an annual review. The School participated in the National Day Against Bullying and also all students attended 'The Human Race' a production addressing themes such as inclusiveness, difference and bullying.

During a second 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. All primary students completed six online sessions for mental health during the lockdown period titled 'How to think not What to Think' these were facilitated by Jacqueline Jones, mental health advocate and founder of the Gratefulness Program. A parent session was also facilitated to support mental health of families during this unprecedented time. 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.

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

In 2021, there were greater difficulties achieving key improvements due a large portion of the year spent in home based learning and the ongoing COVID restrictions throughout the year. Despite the challenges some key improvements achieved include:

Catholic Mission - Continuing to build faith formation of students, staff and parents. The implementation of Godly Play kits to be used as a scriptural resource across K-6. The renaming of school house colours to reflect the Catholic and local heritage of the school

Learning and teaching - a continued focus on New Pedagogies for Deep Learning through Genius Hour and Passion Projects for Years 3-6 and Philosophy Circles for K-6. Coaching cycles in Mathematics to target student need in Years 4-6

Pastoral Care - A Mental health and Wellbeing Program for Years 3-6 focusing on "How to Think not What to Think"- Facilitated by Jacqui Jones. The continued implementation Sabbatical Week each term with activities to focus on student, staff and parent wellbeing.

The provision of new Flexible furniture for Stage 3 (Years 5 and Year 6).

Purchase of New Decodable Readers for K-2 in line with New English Syllabus.

The commencement of Before and After School Care for students on the school site.

The installation of new Scooter Racks.

Priority Key Improvements for Next Year

Priority Key Improvements for 2022 include:

The implementation of the new Religious Education units of work in the early years. These units will have a strong focus on play based learning in order to develop deeper scriptural understanding.

Collaborative Coaching Cycles- All teachers to participate in Collaborative Coaching cycles weekly. The focus for our Coaching Cycles will be Mathematics. The Assistant Principal will be trained as the teacher coach with teachers released each week to analyse data and plan teaching tasks to meet students at their point of need.

Purchase of new furniture for Years 3 and 4

Commence Upgrades of Interactive Boards in Classrooms.

STEM classes across K-6 with Sammat Education

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 2021, parents' opinions were sought through P&F meetings, parent/teacher meetings and through surveys including the CSBB Culture Survey and the Tell Them from Me TTFM Partners in Learning Survey.

The CSBB Culture Survey provided the school with very positive feedback from parents and staff regarding the current culture at SPN. The survey highlighted there is a lot to celebrate at St. Philip Neri Catholic Primary School. The School prides itself on a healthy culture and there is a general sense of agreement that the school is on the right track. The Culture Score of 61, also shows that the school strives to maintain a balance across all 3 areas; Foundation, Evolution, and Impact. Overall, the survey participants want to encourage the ongoing success of the school and seek to serve its pupils. Participants recognize the importance of introducing change and new approaches in order to maintain and grow the SPN's offering

Parents at the School felt very supported during the extended Home Learning period in 2021. 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 2021 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.

The students noted the most positive aspects of the school included:

- Support in the transition back to school after lockdown.
- The opportunities to participate in extra curricula activities.
- A low level of bullying - verbal, physical, emotional and cyber.

- Positive relationships with friends and the value expressed for schooling by students.
- Positive sense of belonging within a positive learning environment.
- Effective learning time with positive teacher / student relationships.

The students rated the following areas as areas as less favourable :

- Positive attitude towards homework

Overall our students expressed a very positive sense of satisfaction with school life.

Teacher satisfaction

Our staff were invited to take part in the 'Tell them from Me (TTFM)' survey which was administered as an online.

The staff identified the following positive aspects from the survey:

- A positive learning culture
- Data use to inform teaching practice
- Teaching strategies and implementation
- Inclusive school
- Collaboration

Staff identified an area to continue to develop at the School would be the implementation of coaching cycles across K-6 to refine and improve teaching practice.

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	\$1,491,044
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$402,351
Fees and Private Income ⁴	\$626,793
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$11,150
Total Income	\$2,531,337

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$3,436
Salaries and Related Expenses ⁷	\$1,754,998
Non-Salary Expenses ⁸	\$716,891
Total Expenditure	\$2,475,325

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