



2019

ANNUAL SCHOOL REPORT



St Martin de Porres Catholic Primary School

147 Prahran Avenue, DAVIDSON 2085

Principal: Mr Adrian Pulley

Web: www.smddb.catholic.edu.au

About this report

St Martin de Porres Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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 the CSO. 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

This report celebrates the dedication of our community to quality education, the care of all its members and our approach to being an authentically Catholic community which is open to all.

At the end of my first year as Principal, I am overwhelmed by the commitment of our teachers, parents and parish community and the enthusiasm they inject into this school through their gifts and talents. The children at St Martin's are cared for both academically and emotionally and are challenged to succeed and become the best version of themselves.

Our values, inspired by our patron saints, St Martin de Porres and St Brigid, influence the way we interact and approach everything with "strength and gentleness" and a Catholic worldview.

Our professional learning this year focussed on embedding the new Science and Technology and PDHPE syllabus documents into our teaching programmes. We continued our work with Ron Ritchhardt around "cultures of thinking" and enhancing our students learning by the introduction of our Optimal Conditions for Learning.

The life of our school has been enhanced by many great events including the introduction of a welcome "Bush Dance" and first-ever International Food Fair.

Parent Body Message

2019 was another fast-paced, fun-packed year for St Martin's Parents & Friends Association. Welcoming new Principal Adrian Pulley to St Martin's, we were quickly down to business hosting a Welcome BBQ Bush Dance that set a new benchmark for starting the year with a bang.

Through the hard work of our dedicated parent teams and school staff, we were able to host a Science Night, M Factor talent show, Parents Trivia Night, Outdoor movie event, build street libraries, host a 5.30am launch of our new Stingless Beehive on national breakfast television, and finally wrap up the year with a fabulous colour run in the school grounds.

Our parent teams generously donated their time to deliver school banking, book orders, welcoming new families, working bees, the Year 6 Graduation and filling lunch orders each week. Less obvious, but central to the close knit and supportive network that we value so strongly is the Meal Help program that is available to assist families in times of need.

Together, we are committed to creating the best environment for our children to grow and learn in. Our engaged, collaborative and thriving community at St Martin's is a credit to the tremendous efforts of all of our staff and families.

Student Body Message

We have many opportunities to live our school's motto of "Strength and Gentleness". This motto guides us in all we do every day. We are encouraged to be strong in our leadership, perseverance, positive attitude and kindness, and we are gentle in our actions and our use of the planet's resources. We are fortunate to have been involved in many wonderful and challenging learning activities including visiting Canberra to learn about Australian democracy, extending our thinking through Coding lessons, participating in the Australian Maths Challenge, G.A.T.E.WAYS opportunities and the Northern Beaches STEM Challenge. We used thinking routines to unpack our thinking and the Google platform to record and organise our learning. Many students are part of our amazing Band Program and musical ensembles. This year, some talented students in Stage 2 and 3 were also invited to learn about how music is made through the new Music Production Program. All students at St Martin's are encouraged to develop leadership qualities. For example, all Stage 3 students are given the challenges and responsibilities of being senior leaders by contributing to each of the leadership ministries to help the daily life of the school. We also have the privilege of being part of a "Buddy Program" for Kindergarten students.

School Features

St Martin de Porres Catholic Primary School Davidson, is a dynamic, inclusive and connected Catholic school community which provides an inviting and nurturing environment. We value participation and the contributions of our families in all aspects of school life. The uniqueness and giftedness given by God to each person in our school community are celebrated and we are guided by the motto of “strength and gentleness”. Our Mission is to provide learning excellence in a caring Catholic community.

The School is set amongst beautiful bushland near the Garigal National Park. With expansive grounds, the children can enjoy playing outdoors in green spaces, as well as on our sports courts. St Martin’s has a new bespoke playground featuring a slide, climbing area, tunnel and huts that encourages imaginative play. The children also benefit from a quiet area of the playground where they can reflect, read and relax.

Classrooms are dynamic learning spaces with modern facilities and contemporary resources such as a wide variety of devices and robotics. The library, learning support, Italian and music and multipurpose room are where our specialist teachers conduct their weekly lessons. Children also enjoy learning ‘beyond the walls’ of the classroom and make use of the various outdoor learning spaces such as the stage and seating under the trees.

The learning is current, challenging, collaborative, and involves a community approach that links the student, teacher and parent as they work together and celebrate the successes of each child. The School offers children many opportunities such as school-wide coding classes, a music production program, support for children who need additional help with their learning and extension classes for high achieving and gifted learners. In addition, St Martin’s also invites guests to the school to present information and experiences to the students in an incursion format. This has included a visit by the keepers and animals from the Taronga Zoo Mobile and the award-winning author and illustrator Matt Cosgrove who encouraged a love of reading, writing and drawing through many sessions. St Martin’s also extends learning opportunities to the wider community by holding weekly Rhyme and Story Time Sessions and a Playgroup, for local families with preschool children.

St Martin’s dedicated teachers are passionate about supporting each individual family as they navigate their child’s educational journey. They work with the students and their parents to program each child’s education so that goals can be reached and celebrated. St Martin’s is an inclusive school with a strong sense of community and care. The staff at St Martin’s pride themselves on tailoring the day-to-day school experience for the best outcomes of the children.

The school website provides further information about the school, our beliefs about learning, behavioural support, events and policies.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
34	47	19	81

* 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 [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 94.92%. 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
95.12	96.32	93.36	95.04	94.48	95.20	94.21

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO 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 2019:

Total number of staff	13
Number of full time teaching staff	5
Number of part time teaching staff	6
Number of non-teaching staff	2

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 the CSO. 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

STAFF DEVELOPMENT DAYS

Day 1: Learning and Teaching: Mathematics Assessment Interview test moderation

Day 2: Learning and Teaching: Beliefs About Learning, Coding

Day 3: Learning and Teaching: PDHPE Syllabus Implementation

Day 4: Mission: Staff Spirituality

The staff engaged in many other professional development opportunities throughout the year. In particular, there were several focus areas including Mathematics Pedagogy, Cultures of Thinking in Practice and Well-being. Staff were encouraged to engage with self-directed learning based on student needs, for example, Student Feedback, STEM and ASD.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "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.

St Martin's Catholic School forms part of the wider Frenchs Forest Catholic Parish and is named after the patron saint of social justice, St Martin de Porres. The School has a strong connection to this patron saint who devoted his life to the marginalised. The Brigidine Heritage and motto of the school, 'Strength and Gentleness', underpins all relationships and interactions, 'strong in purpose, yet gentle in action'.

The 2019 school year saw the continued development of strong parish links with focus given to the Parish Family Mass program resulting in an increase in weekend attendance. Year 6 students also participated in the Alpha program, led by parish clergy where students were invited to a conversation about faith, life and God. St Martin's Catholic School and OLGC School came together to celebrate Ash Wednesday under one church roof. The annual Parish Curry Night, also hosted at OLGC, was widely attended by St Martin's families. The 2019 theme for St Martin's feast day was 'multiculturalism' which was celebrated with a widely attended mass in the school playground and a very successful international food fair.

Three major social justice initiatives were undertaken in 2019 including the Caritas Project Compassion, the Catholic Mission Socktober Project and the annual Christmas Hampers for Coolah drive. For the second year in a row, St Martin's fundraised over \$6000 for Catholic Mission which was the highest amount raised by any Broken Bay school.

Students worked to develop their understanding of prayer and scripture through a whole school focus, learning about the different types of prayer and praying. As a memento, students and staff contributed their own personal prayers to an anthology of prayers that were published.

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.

During 2019 the main focus has been to develop teacher pedagogy in Mathematics. This was achieved through various professional learning workshops that assisted teachers to interpret student mathematical assessment data, set student learning goals and create differentiated learning tasks. It also required teachers to reflect on teaching practice in order to further develop their pedagogy.

The school has successfully implemented the use of the new Science and Technology syllabus document (as mandated by the NSW Educational Standards Authority, NESA). The school had a particular focus on Science and Technology, Engineering and Mathematics (STEM) and participated in the Peninsula Catholic Primary Schools inaugural STEM Fair. Students also participated in weekly face to face Coding lessons, learning basic code while building online games using Scratch Jr. These lessons were designed to help students solve problems, think creatively and reason systematically in an online environment and were greatly anticipated.

The school also undertook staff professional development around the new Personal Development, Health and Physical Education (PDHPE) syllabus document in preparation for implementation in the following year.

The school continues to implement the key strategy of setting student learning goals in literacy, numeracy and social/emotional learning. Teachers worked with students to set and monitor individual learning goals. These goals were shared with parents in three-way interviews. Parents reported that they were appreciative of the effort required to implement student learning goals and felt that the goals helped to make students more responsible for their learning.

The school continues to employ specialist teachers in Creative Arts (Music, Dance, Drama), Physical Education, Library and Italian. Each of these teachers bring a high level of expertise to these areas, which in turn enhances learning and enjoyment for all students.

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.

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	79%	59%	7%	10%
	Reading	71%	54%	7%	10%
	Writing	71%	55%	0%	5%
	Spelling	79%	52%	21%	11%
	Numeracy	43%	42%	7%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	37%	20%	17%
	Reading	60%	38%	0%	12%
	Writing	40%	19%	0%	18%
	Spelling	60%	38%	0%	13%
	Numeracy	60%	32%	0%	14%

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 pre-requisite 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 CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

The school motto 'Strength and Gentleness' is continually promoted through our PBL rules: care for learning, care for self and others, care for the environment.

During 2019, the Stage 3 Pastoral Care committee worked on promoting and implementing PBL rules, speaking at assembly and promoting the current school focus. During 2019 the committee also worked on developing a new matrix for PBL and creating a new set of rules to assist with a revamp of PBL across the school.

The implementation of the Tell Them From Me survey as presented by the CSO was open to all members of the community, staff, students and parents and gave the opportunity for individuals to comment about how they feel regarding the well-being, respect and general feeling at the school. The results were shared with the staff. Staff monitor and assist students' well-being by completing a SEL tracking chart for each child every term.

The school has many support programs which enable the school community to reach out to families in need. This strong support network includes class parent representatives, Parents and Friends Association, School Advisory Team, Welcome Team, Meal Help Coordinator, Buddy Parents, weekly playgroup sessions for parents and pre-schoolers and Parish and school staff, ensures that the welfare of people within the community is monitored and assistance is organised in a timely and respectful manner.

The combination of these initiatives and strategies enable the School to be a safe and inviting learning community.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The School is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The School works to maintain a learning environment that is safe, respectful, inclusive and that promotes intellectual rigour.

Three significant achievements for 2019:

- Embedding the St Martin's "Beliefs about Learning"
- Identifying high achieving and gifted students using the Australian General Ability Tests (AGAT); and
- Implementing a range of multi-age extension and enrichment programmes in mathematics, music production and STEM.

Priority Key Improvements for Next Year

The SIP goals for 2018 - 2020 build on previous achievements and are informed by the evidence from the school self-review (2017).

Mission 3-year goal: to increase student understanding about their relationship with God.

- 2020 - For every child to understand that God loves everyone in the world.

Learning and Teaching 3-year goal: for students to see themselves as learners.

- 2020 - For every child to achieve one year's growth in Public Speaking using the NSW Literacy Continuum.

Pastoral Care 3-year goal: for students to see themselves positively.

- 2020 - For every child to rank themselves in the top two bands of the KidsMatter Student Survey in the interpersonal skills section.

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

In 2019, St Martin's was blessed to embrace an academic, pastoral, artistic and communal revitalisation, inspired by the considered leadership of our new Principal, Adrian Pulley, and the talented teaching staff.

Parents experienced firsthand the proactive evaluation and optimisation of established conventions – pursued subsequent to open, direct engagement with the community through Parent Surveys, Town Hall conferences, consistent Newsletter and email correspondence, and regular one-to-one meetings – which delivered an evident renewal within the School, including:

- Fresh and extended opportunities for all students to explore their curiosities in a safe and knowledge-first environment, including new Coding and Chinese Language programmes for K – 6.
- A new five-star playground designed in collaboration with the children.
- Preservation & refurbishment of high-traffic precincts.
- Talent Shows.
- Well-attended Family Masses; and
- The commissioning of a Homework Policy review.

Students and parents have welcomed the bespoke and intentional nature of these enhancements where every child feels unique, significant and together as a Student Body. This sense of belonging has amplified the warmth and gratitude shared by every member of the St Martin's parish.

Student satisfaction

The School surveyed students in Years 4-6 using the *Tell Them From Me (TTFM) Student Survey*. Students at the School reported high levels (versus TTFM norms) in several areas. Firstly, they reported a positive sense of belonging, i.e. they feel accepted and valued by their peers and by others at their school (92% v 86%). They indicated high rates of positive relationships, i.e. they have friends at school they can trust and who encourage them to make positive choices (89% v 80%). Students also stated that they were interested and

motivated in learning at the School (75% v 71%). They reported that they try hard to succeed, with very high effort levels (92% v 91%).

Students at the School also reported high rates of extra-curricular activities, for example, arts, drama music groups and sports. The survey also showed high levels of students feeling safe at the School. Students indicated higher than average feelings/advocacy at the School saying they had someone at school who consistently provides encouragement and can be turned to for advice. The survey also showed that both male and female students display lower than average levels of anxiety at the School.

Teacher satisfaction

The *TTFM Teacher Survey* indicated higher than system averages for the majority of teacher satisfaction categories.

Teachers reported higher levels of satisfaction in the leadership of the School with a School mean score of 8 (diocesan score of 7). One key statement was, "School leaders have supported me during stressful times".

The survey showed teachers rated School collaboration highly with a mean score of 8.2 (diocesan score 7.6). For example, "I work with other teachers in developing cross-curricular or common learning opportunities".

The learning culture of the School was valued highly by teachers with a mean score of 8.4 (diocesan 8.1), with all teachers stating that they set high expectations for student learning.

Teachers were very satisfied with the levels of inclusiveness of the School, especially towards students who are challenged by learning and behaviour. The School mean score was 8.8 (diocesan 8.3).

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$1224180
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$345099
Fees and Private Income ⁴	\$285736
Interest Subsidy Grants	\$6739
Other Capital Income ⁵	\$42734
Total Income	\$1904488

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$16121
Salaries and Related Expenses ⁷	\$1365906
Non-Salary Expenses ⁸	\$554070
Total Expenditure	\$1936097

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 2019 REPORT