



2020

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 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

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 that is open to all.

At the end of 2020, a year in which our lives were so significantly impacted by fire, floods and pandemic, I am overwhelmed by the ongoing commitment of our teachers, parents and parish community to providing a safe, supportive and inclusive environment for all members of our school family. The children at St Martin's have continued to grow both academically and emotionally and always amaze me with their maturity, empathy and resilience.

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. This has been a guiding light for us during these troubled times.

Our professional learning in 2020 focussed on making a continuous cycle of improvement the core of all that we do. As the year progressed, our professional journey evolved to also explore and implement models of Home-Based Learning (HBL) so that we could continue our student's education during a significant portion of the year when they were at home due to the COVID-19 health crisis.

Our approach to learning incorporated new platforms such as Google Classroom, Stile, Facebook and Zoom to ensure our students and families were able to stay connected with the school and with each other.

Parent Body Message

In a year that would test our resolve and resilience, the St Martin's school community shone. 2020 got off to a wonderful start with our Welcome BBQ Bush Dance. We enjoyed each other's company in the beautiful school grounds in what would turn out to be one of the few opportunities to come together last year. The disruptions from COVID did not dampen our spirits, and we continued to work closely with the school to maintain a sense of connection and mutual support throughout. We endeavoured to run as many activities as permitted, providing much-needed familiarity for students in an otherwise turbulent year. Students and families enjoyed spooky sports, online trivia, tuck muftis and a socially distanced coffee morning.

The challenges of 2020 brought the importance of community into sharp focus. Our school spirit shone brightly throughout, and with strength and gentleness, St Martin's forged ahead.

We are fortunate to have such a dedicated and collaborative school community, and we look forward to once again coming together in 2021.

Student Body Message

Our school's motto is "Strength and Gentleness". We use this motto to guide us in all we do every day. This motto helps us to be strong leaders, learners and friends with a positive attitude and values. It also reminds us to be kind to others with gentleness in our actions. We were very fortunate during our Home-Based Learning this year. Our teachers provided us with a range of interesting activities each day and if anybody didn't have a spare device at home, our school was able to provide us with one. Our teachers checked-in on us via Zoom each day to make sure that we had enough work to do each day and that we were still feeling connected to our school. Many students are part of our amazing Band Program and musical ensembles. Again, this year, some talented students in Stage 2 and 3 were invited to learn about how music is made through the new Music Production Program. All students across the school are encouraged to develop their leadership skills and we are given many opportunities to develop our talents through sports days, extension programs and public speaking.

School Features

St Martin de Porres Catholic Primary School Davidson is a dynamic, inclusive and connected school community that 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, extension classes for high achieving and gifted learners and support for children who need additional help with their learning. In addition, St Martin’s regularly 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 author Matt Cosgrove who encouraged a love of reading and writing 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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
39	41	17	80

* 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 96.77%. 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
95.00	97.29	97.80	96.50	96.74	96.31	97.76

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	15
Number of full time teaching staff	5
Number of part time teaching staff	8
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 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

STAFF DEVELOPMENT DAYS

Day 1: 2020 Reflecting & Goal Setting to Drive Learning

Day 2: School Review 2020

Day 3: Home-Based Learning

Day 4: Toward 2025

Day 5: Staff Spirituality Day - The Awareness Examen

The staff engaged in many other professional development opportunities throughout the year. 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 [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 explore 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.

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."

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 School's Religious Education (RE) program is moving towards aligning with the RENEWRE approach, where programs based around one outcome are developed to appreciate the scriptures in-depth. Religious Education programs aim to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and the ways in which we live it.

During 2020, the school continued to develop strong bonds with the Frenchs Forest Catholic Parish community. The school worked closely with the Parish office and ministries in the organisation of regular Sunday Family Masses, and students were invited to participate in sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The clergy also regularly visited the school and assisted teachers with areas of religious education learning and teaching. Classes from Kindergarten to Year 6 attended Parish weekday Masses each term and the Sacrament of Reconciliation was celebrated for students in Years 4 to 6. Year 6 students also participated in the Alpha program, which was led by parish clergy where students were invited to a conversation about faith, life and God.

Due to restrictions on Church attendance during 2020, some important liturgical events were unable to be celebrated in person with the community, such as Holy Week, Mother's day, and Grandparent's day. In light of this, St Martin's held various class liturgies as well as using ZOOM to celebrate these occasions as a school. The Feast of the Sacred Heart was celebrated via ZOOM as a Parish, with Fr Jose and our partnering Parish school. A Parish ZOOM was also used to celebrate the 10th anniversary of Mary's canonisation as well as to engage with the national 'One Million Children Praying the Rosary' initiative. When possible, Masses were celebrated outside within the school grounds. This was a lovely way to celebrate Mass as a school community and maintain the school connection with the Parish. This year St. Martin's Feast day was celebrated as a school with a whole school Mass in the Church. At the conclusion of the year, the Year 6 class celebrated with a graduation Mass and the whole school community joined together on the last day of the term for the Strength and Gentleness Mass with the presentation of the prestigious Strength and Gentleness Award.

Three main social justice projects undertaken in 2020 succeeded in providing material support for those in need and also heightened awareness within our school community of the situation of others. The projects were the Caritas Project Compassion, Socktober for Mission Australia and the annual Christmas hamper drive. The Christmas hampers are an opportunity for the school and our local chapter of the St Vincent de Paul society to work together to provide donated food and presents to families struggling with drought conditions in Coolah, NSW. Other initiatives which ran during 2020 were the St Vincent de Paul winter appeal, as well as the Mini Vinnies program during fortnightly lunchtimes. All teachers reinforce by word and action, the Gospel message and Catholic stories, every day, to help each student to understand their Catholic faith and their role as disciples of Jesus.

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.

This year was a year like no other. For schools across the country, there was the new challenge of having to continue the learning throughout extended lockdown periods due to COVID 19. The school was able to provide this through the provision of Home-Based Learning (HBL) packs and ensuring each child was able to access a learning device every day. The HBL packs had a variety of equipment for writing and drawing with, books to read and backup activity booklets to use if the students completed their tasks. Students were able to stay in contact with their peers and teachers each day through the use of technology to maintain contact in remote settings. They were able to get input from their teachers on how to complete their daily tasks. Parents reported that students were greatly served by these provisions, were often able to develop independence as learners and resilience in the face of these challenges.

The one area that parents indicated their children struggled with was the lack of “human” contact with their friends. This became more apparent when lockdown restrictions were eased, and students returned to school. While the School’s students were able to develop great technology skills, independence and resilience, the lack of playtime and interactions with peers resulted in lagging social skill development and emotional learning. This situation resulted in the investigation of the work of Finnish educator and author, Professor Pasi Sahlberg, who strongly advocates for greater playtime to develop children’s social and emotional learning and mental wellbeing.

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 brings 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.

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

2020 saw the introduction of our new School rules. The Stage 3 pastoral care committee assisted in introducing the rules to the school and promoted the rules at each assembly. The school motto 'Strength and Gentleness' was and is continually promoted through our new PBL rules, which are: At St Martin's we show Strength and Gentleness when we are: Responsible, Respectful and Reflective.

2020 saw many challenges due to Covid not only the way school was taught during HBL but also the way we addressed the wellbeing of Students, Parents and Staff. Once HBL became part of our new way of learning during lockdown in March 2020, our school realised the need to have a focus on the wellbeing of all our community members. Each class had zoom lessons and catch ups each day. This was vital in keeping the children and parents connected during the lockdown period. At each zoom class session and school assemblies, the children were able to see all the other children and keep the connections which was vital for their wellbeing. Communication to the parents was constant with regular updates via the compass app from the Principal and Staff phoning parents each week to check in on how families were doing with HBL and coping with lockdown.

Students who came to school during the lockdown were cared for on site by staff and the wellbeing of these students was monitored.

Once School resumed back on site after HBL there were many observations made on the impact of lockdown on the children.

- Children were less confident and self-sufficient when completing work independently.
- Some children had difficulty managing friendships and the playground once they came back to school.

- Some children did show signs of anxiety and had concerns about the virus and family members.

Each class teacher worked through some of the learning issues with the children in their class. As a response to the friendship and playground issues it was decided to have more teachers on duty at each play time to assist the children in the playground.

Assemblies still occurred via zoom and there continued to be a focus rule each week. Stage 3 leaders shared ways children actively engage with these rules.

The implementation of the HBL 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 HBL program well-being, respect and general feeling at the school. The results were shared with the staff.

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 learnings from 2020 and the new initiatives and strategies that were developed have continued to 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.

Four significant achievements for 2020:

- Continuing our student's education during the COVID-19 health crisis.
- Ensuring that the wellbeing of our community was our central focus in all decision-making processes.
- Embedding a continuous cycle of improvement.
- Expanding and enhancing the range of multi-age extension and enrichment programmes in mathematics, music production and STEM.

Priority Key Improvements for Next Year

The SIP goals for 2020 build on our previous achievements and are informed by the evidence from the school self-review and the learning data of our students.

Our two SIP goals for 2020 are:

- To grow student commitment and understanding of Catholic values and evangelisation through authentic learning experiences.
- To acknowledge all learners as diverse learners and maximise their learning growth.

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 2020, St Martin's (SMPS) continued to enjoy the sustained benefits of the academic, pastoral, artistic and communal revitalisation commenced and embraced in 2019, even as a global pandemic limited physical engagement and optimism across much of the world, for a significant part of the calendar year.

However, whilst for many 2020 will be remembered for COVID-19, and perhaps negative experiences of isolation and anxiety, our talented teaching team – lead by our (still new-ish) Principal, Adrian Pulley – expertly and effectively navigated the unknown terrain to ensure the academic year was not defined and negatively impacted by the global pandemic.

The innovative and proprietary Home-Based Learning (HBL) framework, modules and associated communications apparatus developed and adopted across all Stages (incl. Kindergarten) were first class, well conveyed, adaptable and skilfully implemented – no child, parent or member of our community was left behind, intellectually or emotionally.

Mr. Pulley, the incredible staff, our clergy, our P&F, School Advisory Team, Class Parents and countless volunteers and friends pulled out all stops during this extraordinary period in our shared history – no beat was skipped, no effort too great – and our community emerging from COVID an even stronger, inspired, brighter, more connected home of education.

The introduction of the academically pioneering 'Brand New Day' free-play concept (once a week), the commencement of the refashioned – and well regarded – Homework framework, the population growth of our student body, the extension of our exceptional Band programme, the continuation of our Coding programme (all Stages), new school signage and the ongoing revitalisation of our generous grounds were just some of the many highlights realised and enjoyed by our children and parents across 2020.

We continue to welcome and appreciate the bespoke and intentional nature of the perpetual enhancements accomplished across our School and community, where every child feels unique, significant, and together as a Student Body. This sense of belonging was further amplified in 2020, with 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 (83% v 77%). 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 (88% v 87%). Most students also stated that they did not get in trouble at school for disruptive or inappropriate behaviour (90% v 89%). They reported that they try hard to succeed, with very high effort levels (98% v 90%).

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 low rates of students feeling bullied at school (17% V 29%). 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 7.7 out of 10. One key statement was, "I work with school leaders to create a safe and orderly school environment".

The survey showed teachers rated School collaboration highly with a mean score of 8. For example, "I talk with other teachers about strategies that increase student engagement".

The learning culture of the School was valued highly by teachers with a mean score of 8.5, with all teachers stating that they regularly monitor the progress of individual students.

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.

Financial Statement

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

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,417,616
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$393,678
Fees and Private Income ⁴	\$216,517
Interest Subsidy Grants	\$3,110
Other Capital Income ⁵	\$99,071
Total Income	\$2,129,992

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$33,080
Salaries and Related Expenses ⁷	\$1,562,254
Non-Salary Expenses ⁸	\$523,061
Total Expenditure	\$2,118,395

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