



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2021

## 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](http://www.smddb.catholic.edu.au)

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## About this report

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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](#).

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## Message from key groups in our community

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### Principal's Message

This report acknowledges our community's dedication to quality education and our approach to being an authentically Catholic community that is open to all. It also celebrates the resilience of our staff, students and their families who, like the rest of the world, were still caught up in the Covid-19 Pandemic. In a world full of fear and sadness, with health and financial worries, St Martin's once again put the well-being of its community at the forefront.

At the end of 2021, a year that saw the world's weaknesses and strengths in equal measure, I am impressed by how our community has triumphed with even more resolve to succeed and support each other. The resilience and empathy that have been modelled by our teachers and parents have had a positive effect on the students in their day-to-day lives. Members of the St Martin's community are supported, nurtured and heard when times are tough, and celebrated with joy when goals are reached and exceeded. Despite the many challenges 2021 brought, I am delighted that our students have continued to grow academically and emotionally in our safe and supportive environment, both on school grounds and during home-based learning.

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 2021 focussed on making a continuous cycle of improvement the core of everything 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 continued to utilise 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

As a community, we found ourselves starting 2021 with trepidation having had Christmas in lockdown in the Northern Beaches, and just like 2020, we continued to evolve and adapt as the pandemic demanded. St Martin's staff, parish and families made it possible for us all to continue to grow and connect through the extended stay home orders.

Our community was empowered and cared for through Our School in a number of ways. Home-Based Learning was tailored to the needs of the students and their families, communications and interactive moments evolved further into online settings and the personal touches of our teachers and school leadership team were felt by the students through personalised care and learning packages.

The focus on community and kindness continued in 2021 with the parent body and all the staff at St Martin's. The School created a nurturing and understanding space for our kids, no matter what the circumstances were (this was certainly true for parents as well). Online fitness classes, education moments and group / one on one calls with parents, carers and children via video ensured we felt connected.

Strength and Gentleness continued to be St Martin's guiding light in 2021 and as we came back together in person as a school community, the Teachers and Staff enabled many in-person activities for our kids including, Surf education, swimming carnival, our very strong and growing band, excursions in our local area and beyond which help our kids understand our heritage - the importance of recognising our first nations people - and the privilege of democracy. The kids were also lucky to compete in gala days and to challenge themselves with coding classes. The school's community connection extended again in 2021 to young families in the area through the Play Group which is run in our school library. Our school's deliberate concentration on the well-being of our students and our community was also seen in the initiatives to bring people together through Family week run club and garden working bees which occur in line with our family Mass on a Sunday.

The Teachers and Staff have encouraged our kids individuality and personal expression through 'brand new day', optional weekly Yoga class, Tuck Mufti days and the Stage 3 to Kindy buddy program.

The above has been written as the co-president of the Parent Committee of the school. The following is from the heart of a parent.

My children have thrived in the caring hands of St Martin's school. My son is now 14 and in year 9 and my daughter is 11 and in the graduating Year 6 class. We arrived at St Martin's in 2017 when my kids were in year four and year one. I could talk about the amazing outcomes of the last 5 years, however, I will concentrate on 2021.

My gratitude towards St Martins and in particular Adrian Pulley and the Teacher Leadership team is plentiful. We all had significant issues arise in 2021 due to the pandemic, and Adrian managed to not only navigate those issues family by family, but also managed to keep personal contact with every child and family. My own family's challenges were significant. In every moment through those challenges, Adrian has made us feel safe, respected and empowered.

I echo the sentiments of our school community in saying that St Martin's school provides an environment of care, which encourages growth and kindness.

## Student Body Message

Our school is blessed to have the motto “Strength and Gentleness” guide us in everything we do. This motto helps us to be strong leaders following in the footsteps of Jesus Christ as we live out our mission. It helps us to be strong learners, making the most of the gifts we have received from God to be the very best we can be. It also helps us to be strong in our relationships with each other and with our God. This motto encourages us to be gentle in our actions so that the decisions we make have a positive effect on our peers and the planet. This year, we were once again challenged by the COVID 19 pandemic which meant we had to spend long periods of time engaging with Home Based Learning. We were very well supported each day by our parents and teachers and strongly feel that it was a positive experience overall. We were very excited to see our friends again when we were finally able to return to school.

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## School Features

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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 “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 and collaborative, and involves a community approach that links the student, teacher and parents 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 Andrew Daddo 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.

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## Student Profile

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### 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
46	44	16	90

\* 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 96.89%. 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
97.35	95.10	97.16	98.80	96.05	96.88	96.86

## 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.



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## Staffing Profile

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### 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

Day 1: CPR, Anaphylaxis Training and 2021 Curriculum Expectations

Day 2: Certificate of Gifted Education

Day 3: Toward 2025

Day 4: Certificate of Gifted Education

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, ASD, and the NCCD.

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## Catholic Identity and Mission

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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.

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'.

In 2021, the school continued to develop strong bonds with the Frenchs Forest Catholic Parish community. While covid restrictions were in place during 2021 we were able to have some liturgies via zoom and engage parents via Facebook posts and live streaming Liturgies.

The clergy also regularly visited the school via zoom when required 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.

This year St. Martin's Feast Day was celebrated as a school with a whole school Mass in the Church. In December, 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 2021 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. 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.

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## Curriculum, Learning and Teaching

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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.

Once again, schools across Australia were required to provide Home Based Learning opportunities for students due to the state-wide extended lockdown periods of the COVID 19 pandemic. Our students were well supported and encouraged to learn by the provision of authentic online learning experiences and daily Zoom sessions with their teachers. Parents, once again reported that students were greatly served by these provisions, were able to develop independence as learners and resilience in the face of these challenges.

The School continues to authentically engage students and their parents in learning. One of the key strategies used is the setting of 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, Coding, 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

### 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	44%	54%	0%	11%
	Reading	44%	55%	0%	10%
	Writing	56%	53%	0%	6%
	Spelling	22%	49%	0%	13%
	Numeracy	22%	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	62%	35%	0%	14%
	Reading	85%	40%	0%	11%
	Writing	54%	20%	8%	18%
	Spelling	54%	38%	23%	14%
	Numeracy	54%	29%	8%	15%

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## Pastoral Care and Student Wellbeing

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### 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

Since the introduction of our new School rules in 2020, we have seen an improvement in positive behaviours across the school. The Stage 3 pastoral care committee introduce our focus each week at assembly which is followed by teachers explicitly teaching these in class. 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.

The brief lockdown period in 2020 showed how adaptable and effective our teachers and staff are despite the challenges of our students learning from home during HBL. This was a valuable experience as we were then forced into an extended lockdown in June 2021. Once again, our community rose to the challenge, worked together (albeit remotely) and continued their teaching and learning with a thoroughly well thought out, ongoing plan. It was satisfying to witness how adaptable our staff and students were during the constantly evolving and difficult situation.

During the lockdown, we recognised the importance of addressing the well-being of our students, staff and families. Once HBL became part of our learning again in June 2021, we set a course of action to support our community. 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 that were vital for their wellbeing. Communication to the parents was constant with regular updates from the Principal via the compass app and Teachers phoning parents each week to check in on how families were doing with HBL and coping with the lockdown.



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

Once School resumed back on-site after almost four months of 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 the learning issues with the children in their class and the school as a whole will continue to address these into 2022. As a response to the friendship and playground issues, it was decided to have more teachers on duty at each playtime 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 could actively engage with these rules.

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 ensuring that the welfare of people within the community is monitored and assistance is organised and provided in a timely and respectful manner.

The learnings from 2021 and the new initiatives and strategies that were developed have continued to enable the school to be a safe and inviting learning community.

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## School Improvement

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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 2021:

- Continuing our student's education during the extended lockdown due to the COVID-19 health crisis.
- Delivering authentic learning experiences to grow student commitment and understanding of Catholic values and evangelisation.
- Develop individual profiles for all our diverse learners and continue to maximise their learning growth.
- Assess and identify any deficits in student learning due to the interruptions caused by the extended COVID lockdown and create a whole school plan for addressing these deficits during 2022.

### Priority Key Improvements for Next Year

The SIP goals for 2022 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 2022 are:

- To engage with and embed the new K-2 English and Mathematics Syllabus documents.
- Embed collaborative coaching within the school for all classroom teachers focussing specifically on improving spelling and writing.

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## Community Satisfaction

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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

For many Australians, 2021 will be remembered for COVID, lockdowns and perhaps the negative experiences of isolation and anxiety.

For our St Martin's community, 2021 offered all those challenges, along with hope, (even more) innovative Home-Based Learning (HBL), a tangible sense of togetherness and care to ensure our academic year was not defined and negatively impacted by the global pandemic.

Our Principal, Mr Pulley, our talented teaching team, 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. Our community emerged from NSW COVID lockdown four months later an even stronger, inspired, brighter, more connected home of education.

No child, parent or member of our community was left behind, intellectually, or emotionally.

In 2021, we continued to benefit from the pioneering and renewed 'Brand New Day' free-play concept (once a week), the commencement of the refashioned – and well regarded – Homework framework, the sustained population growth of our student body, the extension of our exceptional Band programme, the continuation of our Coding programme (all Stages), the ongoing revitalisation of our generous grounds, and studied discussions, in-class strategies and playground solutions to acclimatise students (and parents) with face-to-face learning post NSW COVID lockdown.

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 2021, with the warmth and gratitude shared by every member of the St Martin's Parish.

### Student satisfaction

The School has noted the social and emotional impact of the COVID 19 pandemic on students over the last two years. The School's student body and their parents both reported of the strains the pandemic placed on families. The School continues to monitor student

Social and Emotional Learning (SEL) using the diocesan tracking tool. It continues to look at ways of supporting students and their families, including through the implementation of our weekly “Brand New Day” sessions to foster social opportunities across the whole school.

In 2021, the School was asked to survey the students in Years 4-6 using the Tell Them From Me (TTFM) Student Survey. Students at the School reported strong levels of student satisfaction in several areas, including low levels of bullying, high levels of expectations for success, and high levels of students with positive relations and behaviour at school. The survey report also showed very high levels of students that value schooling. However, the report showed higher than usual levels of student anxiety.

### Teacher satisfaction

The 2021 TTFM Teacher Survey report indicated higher than system averages for all of the teacher satisfaction categories. Teachers reported higher levels of satisfaction in the leadership of the School with a School mean score of 8.2 out of 10. The highest score was given by teachers to statement "I work with school leaders to create a safe and orderly school environment". The survey report showed teachers rated the School highly in terms of learning culture with a score of 8.7 with most teachers stating that they regularly monitor the progress of individual students.

Teachers reported being very satisfied with the quality of teaching strategies used in the School, with a score of 8.7, as well as levels of inclusiveness, with a score of 9.2.

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## Financial Statement

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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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,513,552
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$408,356
Fees and Private Income <sup>4</sup>	\$334,468
Interest Subsidy Grants	\$2,277
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$2,258,653</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$17,853
Salaries and Related Expenses <sup>7</sup>	\$1,659,723
Non-Salary Expenses <sup>8</sup>	\$535,328
<b>Total Expenditure</b>	<b>\$2,212,905</b>

### Notes

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

END OF 2021 REPORT