

2022

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Mr John Barton

Web: www.olssdbb.catholic.edu.au

About this report

Our Lady Star of the Sea 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 at local school level and 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

The 2022 school year was a welcome return to the normality of school life. Parents, teachers and students enjoyed a year of renewed enthusiasm through our academic endeavours, our expression of faith and our building of community throughout the school and parish. The community was again able to come together to share our learnings in the classroom, represent our school on the sporting fields across the Diocese, share liturgies and sacraments to deepen our faith, as well as be a part of social activities and school events that brought us together as a community.

Re-establishing community life was at the heart of the school year. Parents were invited into classrooms to view the work of their children and very much appreciated the opportunity to be actively involved in their learning. Open classrooms, theme days, 100 Days of School for our Kindergarten students and excursions in and around our local area, were all designed to bring the school together.

I hope you will find the 2022 Annual Report to the Community both reflects these statements, and is also an informative and useful insight into our last school year. I trust it provides you with a comprehensive view of what makes Our Lady Star of the Sea at Terrigal, a unique and thriving educational setting.

Parent Body Message

The parents of Our Lady Star of the Sea, very much enjoyed the opportunity to reconnect with the school after several years of COVID 19. The school opened its doors to the community and did all they could to encourage parents to take up opportunities to become engaged in the school on many different levels.

Parents were given the opportunities to attend all of the sporting events and carnivals, including Diocesan Gala Days and representative sporting events. There were several opportunities to come into the classroom and see the learning of the students in action which was a welcome return for many parents.

Parents participated in Mother's Day and Father's Day stalls, school excursions, a three-day trip to Canberra, 100 Days of Kindergarten celebration as well as numerous special events such as Book Week parade, fortnightly school assemblies, Graduation masses and other significant liturgical celebrations throughout the year.

Parents were also very enthusiastic with the establishment of a Parent Advisory Board for 2023. The Board which will replace the former Parents and Friends meetings, will provide a

much more meaningful and regular contact with the Principal on matters relating to the life of the school. Parents very much appreciate the opportunity the school gives to allow them to participate in decisions and initiatives that directly affect their children.

We are proud of the reputation our school enjoys in the local and wider community, and the way in which the school is promoted through social media and Compass communication hub.

Student Body Message

We love being a student at Our Lady Star of the Sea, Terrigal. As students, we get so many opportunities to be a part of interesting and fun learning activities. The teachers go out of their way to make sure that every student has the support they need to help them with their work.

2022 saw the Student Council involved in many ways across the school. Leading weekly school assemblies, welcoming special guests to the school, taking new parents on guided tours of the school and leading our House sporting teams were just some of the ways in which we are given opportunities to lead and set the example for our peers.

Students were also a big part of our Open Day for Parents, where we were able to take them on a tour of the school and answer their questions about how our school works and what is so special about it. We all enjoyed the opportunity to be a part of this evening.

Wellbeing for students is also a big part of who we are, each term, a week is dedicated to wellbeing where we are involved in lots of fun activities as well as events which allow us to take a break from all of our work. We particularly like the 'Principal for a Day' where a student is chosen to lead the school for a whole day and spend the day with the staff.

At OLSS, we believe we have the best school on the Coast. We are lucky to have a great school which cares for all us and makes sure they we are in an environment where learning and growing in our faith is so important and so enjoyable.

School Features

Our Lady Star of the Sea Catholic Primary School Terrigal is a Catholic systemic coeducational school with a current enrolment of over 560 students. It is three stream K-6 with a fourth stream class in the current Kindergarten cohort. The school serves Catholic families from Terrigal and surrounding suburbs within the boundaries of the Terrigal - Erina Parish. The school opened in 1979 in the heart of Terrigal, opposite the Skillion and The Haven, before moving to its current site on Serpentine Rd, Terrigal. Its rural setting and strong educational outcomes make it a sought after school on the Central Coast. As such, the school maintains a strong enrolment demand through its reputation and success within the wider community.

2022 saw the setting up of the Parent Advisory Council for 2023. It comprises of parent representatives across all grades in the school who meet each term with the Principal to discuss and advise on key issues related to the life of the school. This group has superseded the Parents and Friends group and will allow for a much broader representation across the school to ensure all voices are heard. We see this as a significant future strength of the school.

The school's Vision and Mission Statement promotes a development of the whole child. That is, we believe that all aspects of a young child's development should be equally addressed. The nurturing of the physical, the spiritual, the academic and the mind are all given both resources and time to ensure that each student reaches their full potential.

The school has a set of core values as they relate to curriculum, policy and practice. Belonging, Faith, Mission, Learning and Respect are the values often referred to and permeate life at Our Lady Star of the Sea: We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child, individualise their learning, and build on the important work of their parents to reach their full potential.

As a school, we embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future. We don't however, merely measure our success in purely academic terms. Whilst learning in our community is characterised by nurturing the growth of the whole child: mind, spirit and well-being, we strive to instil Catholic values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
245	300	20	545

* 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 2023. 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 2022 was 88.30%. 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
89.70	89.10	88.70	87.70	87.90	87.80	87.10

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	52
Number of full time teaching staff	15
Number of part time teaching staff	25
Number of non-teaching staff	12

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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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

The staff at Our Lady Star of the Sea were engaged in four (4) Staff Development Days throughout the course of the year. The professional learning was as follows:

Day 1: Overview of the year ahead / Child Protection requirements / WHS Review / Annual Plan

Day 2: Spirituality Day: Assisting in the Gardens of a half-way house in local community

Day 3: Catholic Schools Broken Bay Combined Staff Development Day - Towards 2025

Day 4: Implementation of the new English and Mathematics Curriculum Documents

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

The school participates in the Diocesan focus on pastoral mission in which Bishop Anthony Randazzo invites the Catholic community "to be given the power to be witnesses to Christ, and to become His missionary disciples". The school participates in the vision of Catholic Schools Broken Bay to provide "authentic Catholic education delivered with care and compassion" and to engage its purpose of "inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be" (CSBB Towards 2025).

The school seeks to educate and form young people in the Catholic faith. Our Year 5 students were part of a powerful retreat day reflecting on leadership and their role in our Catholic School. Students were able to see clear links between the gospel values and the message of our Catholic faith with their role as future leaders in the school.

Staff were given the opportunity to exercise their faith in action as they spent one of their Staff Development Days working in a Youth Support Home. The day was spent creating

gardens for the facility along with talking to the leaders and residents of the home, to understand both their role and the purpose of the facility.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. With the majority of the COVID-19 restrictions lifted, we were able to engage our community once again in meaningful celebrations that reflected our faith. Mother's Day, special feast days along with our opening and closing school masses, were the highlights of this renewed focus on our faith. The school also continued to celebrate a number of class-based and school-based liturgies and masses, including our grade masses on a weekend with the Parish.

Our Parish Priest, Father Vince Casey, is a wonderful support to the school in carrying out its mission and strengthening its Catholic identity. In 2022, Father Vince was a regular visitor to the school, took part in class religion lessons and celebrated liturgies with the students on a regular basis. His enthusiastic involvement assists the school greatly in conveying our catholic Mission to the students.

Our school consolidated its work with Mini-Vinnies in 2022, with a very dedicated group of students. This small outreach group represented the school at a number of events within the St Vincent de Paul Society, and organised events such as the Winter and Christmas appeals, Project Compassion initiatives and Catholic Mission Initiatives (Socktober). Such projects were complimented by lessons in the classroom which again provided links to the students between their Religion lessons and their faith in action.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2022 the school aimed to provide learning programs appropriate to the individual needs and abilities of all our students. A Learning Diversity coordinator worked with staff to ensure individual, group and whole school successes and achievements. The learning support team continued to focus on intervention programs for all levels. Extension opportunities were designed and facilitated for high ability and gifted students.

The Learning diversity team worked on the following with staff:

- Providing evidence of accountability and academic rigor
- Expanding a collaborative whole school approach to teaching and learning
- Integrating 21st century teaching and learning practices
- Providing learning programs to address the differing needs of all students
- Providing professional learning opportunities, highlighting evidence-based programs

The school strives for high academic achievement in all Key Learning Areas. Our programs aim to cater for the individual needs of a diverse range of students through data driven teaching practices. We have collaboratively developed agreed pedagogical models which enable consistency of teaching and learning across all aspects of the school. 2022 saw the introduction of 2 specialist English Coaches and 2 specialist Mathematics coaches, working with staff. The staff took part in weekly Collaborative Coaching sessions. This entailed a relentless focus on building a collaborative culture of ongoing improvement and implementing a best practice approach to professional learning, to ensure continuous growth in student achievement. The coaches worked with staff in developing a culture of continuous improvement ensuring a systematic delivery of curriculum and a consistency of teaching and learning.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	56%	52%	6%	12%
	Reading	67%	54%	7%	11%
	Writing	69%	50%	3%	7%
	Spelling	53%	48%	6%	15%
	Numeracy	40%	34%	7%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	34%	31%	7%	14%
	Reading	42%	39%	6%	11%
	Writing	30%	25%	8%	18%
	Spelling	29%	37%	15%	14%
	Numeracy	13%	25%	9%	16%

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Initiatives for promoting respect and responsibility are very much at the heart of our Kids Matter program. This year we engaged the students in 4 key areas to support these values. These were both taught in the classroom and promoted at assemblies and on the playground. They were:

Respect and Responsibility For The Environment - focusing on eating our food in the correct area, keeping our school environment clean, sharing and caring for our personal property, and participating in the Clean Up Australia Campaign here at the school.

Respect and Responsibility For Safety - focusing on sitting down when we eat, ensuring we don't share food to protect those with allergies, use our equipment correctly on the playground, walking when on hard surfaces, and ensuring we are in the right place at the right time.

Respect and Responsibility For Others - Focusing on speaking with kindness and respect, using safe hands and feet, lining up quietly after the bell and listening to the person on the microphone, including everyone in our play.

Respect and Responsibility for Ourselves - Focusing on protecting ourselves from the sun by wearing our hat and wearing our uniform correctly and with pride.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

- **English** - The development of a whole school approach to spelling incorporating the daily word study of focusing on spelling strategies.
- **Mathematics** - The establishment of mandatory pre and post tests across the school to determine planning and programming of learning activities.
- **Establishment of the Parent Engagement Coordinator** - The creation of this role has allowed both a crucial support to parish/school relations but also a support for key events, new parents in the community, the success of liturgies and a support for the Religious Education Coordinators and Parish Pastoral Associate.
- **Improved Parent/Teacher Communication Protocols** - The timing of parent/teacher communications was reviewed allowing for a more timely approach to discussions for future planning between home and school. Protocols around appropriate communication from parents was also reviewed ensuring issues were addressed in a more practical and time efficient manner.
- **Establishment of Additional Curriculum Initiatives** - Initiatives were put in place to further acknowledge key academic achievements across the school. These K-6 initiatives included the Spelling Bee competition, an annual Science Week, and Public Speaking Competition to support the outcomes of the new English Syllabus.

Priority Key Improvements for Next Year

Maths - The implementation of the Essential Assessment Program as a basis for data collection and the planning of units of work to support individual learning.

English - Targeted professional learning for the new 3-6 English Syllabus in preparation for full implementation in 2024, while continuing professional learning in support of the K-2 English syllabus.

Introduction of The Fluency Project - A data driven project that has students working on their reading, with the knowledge that fluency acts as a bridge between automatic word reading and comprehension.

Behaviour Management - 2023 will see the review of the current Behaviour Management Policy. A key focus for the year is aiming for a more consistent and uniform approach to behaviour across the school incorporating the principles of Restorative Justice.

Community Outreach - The school will seek to improve its Community Outreach focus by engaging with the nursing homes for visits by the students. While this was curtailed by the COVID 19 restrictions, we will look to establish regular links with these institutions to allow visiting and communication with the students through cards and letters.

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

Consultation with parents is a cornerstone of everything that occurs at OLSS. Parents were surveyed and consulted on a number of occasions to test the effectiveness of programs, seek input on initiative proposals or test the effectiveness of programs that have been put in place.

Parents were consulted regarding the new approach to earlier Term 2 interviews. The feedback indicated a clear support for the new approach as it allowed parents to meet the teacher early in the school year and communicate their hopes and concerns around their child's performance. Plans could then be set much earlier for the remainder of the year.

Parents provided very positive feedback on the proposal for the creation of a Parent Advisory Board. Through group interviews, emails from parents and discussion at gatherings, it was clear parents were very satisfied with the new approach.

Feedback through Compass or via email is an important part of determining the satisfaction of parents here at OLSS Terrigal. In 2022, we received a number of emails thanking the school for our handling of carpark issues, school liturgies, the performance of our Office staff and the support given to parents with the events of Wellbeing Week.

Student satisfaction

Student feedback is constantly sought throughout the school year on issues related to learning, playground activities, Wellbeing Week and the liturgical life of the school. Students are clearly very happy with their school and believe they are both listened to and consulted around what occurs in their school.

Feedback from Wellbeing Week each term indicates a high level of satisfaction from the students. They very much enjoy the activities that constitute the week and the time the teachers take in organising the events. It is an extremely positive aspect of the school.

The Student Representative Council meet with the Principal regularly to converse about student satisfaction within the school and to address any areas that may be of concern to the

students. The Council is very satisfied that their comments are listened to and that any initiatives are responded to and genuinely considered.

Students feel comfortable in offering suggestions for school liturgies and celebrations. Several suggestions were acted upon from the students in 2022 around choice of music for the liturgies and celebrations, along with suggestions for Year 6 Graduation events. The students believe they have an active role in the life of the school and express their satisfaction accordingly.

Teacher satisfaction

The satisfaction of teachers is a very fluid and open process within the school. Teachers feel comfortable in approaching the Principal and leadership team, to voice any concerns or suggest initiatives for the benefit of the school.

Teachers are also given opportunities to voice any issues at curriculum meetings, staff meetings or at collaborative coaching sessions, a process in which they positively respond.

Teachers who responded to the 'Tell Them From Me' Survey, indicated a very positive opinion of their workplace and were supportive of the direction of the school. It must be noted that they also felt comfortable suggesting ways to improve the school and directions for future development.

Staff were also very pleased to be consulted on the upcoming building plans that will be happening in the school in 2023. While being conscious of the budget constraints, staff were satisfied their suggestions regarding the plans were taken into account and incorporated into the draft proposals.

Meetings in 2022 around behaviour management and parent communication protocols also saw positive responses from the staff. They were particularly pleased that their concerns around parent communication were listened to and acted upon, and that the new protocols were communicated to parents.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$4,893,423
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,300,414
Fees and Private Income ⁴	\$1,614,837
Interest Subsidy Grants	\$1,019
Other Capital Income ⁵	\$23,351
Total Income	\$7,833,046

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$569,618
Salaries and Related Expenses ⁷	\$5,362,015
Non-Salary Expenses ⁸	\$2,275,755
Total Expenditure	\$7,637,770

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 2022 REPORT