



2023

ANNUAL SCHOOL REPORT



St Gerard's Catholic Primary School

543 North Rocks Road, CARLINGFORD 2118

Principal: Mrs Barbara Yee

Web: www.sgcdbb.catholic.edu.au

About this report

St Gerard's 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

In 2023, professional learning was delivered for teachers through Collaborative Coaching. Evidence of student achievement in Mathematics was gathered and monitored through formative and summative assessment. High yield strategies are designed to ensure improvement for all students, especially those who have exceeded syllabus or not achieved syllabus expectations in Mathematics. Coaching, funded by Catholic Schools Broken Bay, is significant professional learning for teachers.

St Gerard's has been undergoing demographic changes. In the past three years we have seen changes in both the number of families where one parent was born overseas as well as an increase in students who speak languages other than English. This has required a new focus and professional learning initiatives.

St Gerard's has continued to thrive in the provision of outstanding pastoral care to all members of our community. The students having a range of opportunities to develop resilience and respect for each other.

St Gerard's is the recipient of a 2023 CBGA and plans include significant improvement to the physical site and improvement of teaching and learning infrastructure and facilities.

Parent Body Message

The St Gerards Community spirit continues to grow and shine bright as we continue to balance practicalities and changes. The main purpose of the P&F is to support our school community for the benefit of our children. We play our part because we're taking an active role in contributing to our children's facilities and education. We continue to be truly inspired seeing the enthusiasm and energy of the committee, sub committees, school staff, and literally the hundreds of helpers. The outcomes are amazing. Everything always seems to go smoothly!

2023 has been another big year for the P & F. We have organised, catered for and assisted with many school community events. We worked throughout the year on events including the Welcome BBQ, Open Days, Mother's and Father's Days, Holy Communion celebrations, Trivia nights, Grandparents Day, Bush dances and thank you morning teas. The P & F sourced and part-funded the building of the new play equipment, which will be in use for students in 2024. As a P& F we funded a parent education evening with Professor Wayne Warburton. We supplied new Athletics singlets for students use in 2024 and assisted with the new building development proposals.

Student Body Message

As your Captains and Year 6 leaders heading towards the end of our Primary school journey, we can't help but smile and remember all the fantastic memories St Gerard's has given us. As we prepare to embark on a new life adventure, we reflect on the privilege it has been to be with our class and grow in wisdom and faith with you, sharing memories over the last 7 years. It is these great memories that are the threads that weave the fabric of our shared experiences. They are the stories we will tell, reflect on and forever cherish.

To our dedicated and inspiring teachers, you have been the guiding lights of our education journey. You've not only imparted knowledge but also instilled in us the Catholic values of respect, faith, service and compassion. Thank you so much for your endless patience and encouragement, and for believing in us, even when we doubted ourselves.

To our families, we extend our appreciation for your commitment and support. We couldn't have achieved any of this without your love and support throughout our primary education, we thank you. To our broader community thank you for helping us along the way and making our time here so enjoyable.

School Features

St Gerard's Catholic Primary School Carlingford is a Catholic systemic co-educational school. The school caters for boys and girls from Kindergarten to Year 6. As part of the Parish of Epping and Carlingford, the School regularly joins the Parish community to celebrate key events in the liturgical life of the Catholic Church. The school was founded in 1964 and built mainly by community volunteers who constructed a red brick building to provide three classrooms for the first students enrolled. The growth of the school was rapid. By 1975 enrolments reached 511 and the students were taught by three Sisters of Mercy and fourteen lay teachers. In 2023, the school has 14 classes.

St Gerard's provides a well-balanced, comprehensive and engaging curriculum, where English and Mathematics are given priority time each day. Each classroom is well equipped to meet the needs of contemporary learners. A variety of programs are available to support student interests and learning needs. Students are provided with the opportunity to participate in extracurricular activities including Choir, Chess, Band, Maths Olympiad, STEAM (Science Technology, Engineering, Art and Mathematics Integrated Learning), Public Speaking, Music and representative sports.

All classrooms are air conditioned and support a range of technology. All rooms have interactive white boards and students have access to laptops, Chromebooks and iPad technology. The infants' playground has a substantial shade area, a vegetable patch and attractive gardens. The senior students have a separate play area with shaded areas and access to a large council oval at the rear of the school site.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
145	136	107	281

* 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 2024. 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 2023 was 91.40%. 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
90.80	92.10	89.60	91.40	92.10	91.00	92.80

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 2023:

Total number of staff	21
Number of full time teaching staff	13
Number of part time teaching staff	8
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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

Throughout 2023, staff participated in four school-based staff development days and one system day.

- Compliance & Safeguarding, Professional Guidelines, Health & Safety responsibilities, Learning Beliefs and the Renewal of our Mission & Vision Statement
- English Curriculum: Implementation of Syllabus Stage 2 & 3, English Block Teaching & Learning
- Mathematics Curriculum: Implementation of Syllabus, Stage 2 & 3, 2024
- System Wide School Improvement - Linda Bendikson
- RE Modules: Implementation of RE Syllabus 2024

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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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.

In 2023, our goal in Catholic Mission was to sustain our commitment to quality Religious Education and building community. We also dedicated ourselves to continuing our worship and liturgical celebrations as a school faith community. We continue to provide students with Religious Education that is Scripture based and founded on the person of Jesus Christ. After successfully piloting the new RE curriculum, our Kinder and Year One students engaged in the new pedagogy of Scripture storytelling and coming to know Christ better through "head, heart and hands". Children were able to enter a relationship with Jesus in a more meaningful way after hearing the stories of his life and being immersed in the liturgical life of the church. Resources and materials were used in a practical way in classrooms to facilitate the tactile experiential approach to learning in the early years.

In 2023, we continued our worship celebrations with parents and families through whole school Masses and liturgies including Mother's Day and Father's Day. Our school is proud of the community spirit and sense of belonging that families and students often report. We

accompany parents on their journey being the first teachers of the faith for their children. Teachers and students planned and celebrated class Masses and Liturgies with families and we continued to hold these in the church. We celebrated our inaugural Grandparents Mass with great joy and success in 2023. We hosted many happy grandparents who enjoyed celebrating Mass and then visiting open classrooms with their grandchildren. Our Staff Spirituality Day in 2023 was held off site and for the first time, in the outdoors at Barrenjoey Lighthouse. Teachers were delighted to have this time for prayer and renewal together in the natural surroundings and by the seaside. We had the opportunity to enjoy quiet solitude and collegiality. During this time, we discussed and reflected on our personal spirituality and the significance of the lighthouse to our Broken Bay Diocese and to our school.

Our social justice initiatives included supporting the needy in our community through Vinnies Christmas hampers and raising donations for Caritas and Project Compassion through school fundraising projects. This year, we renewed our mission and vision statement to encompass the cultural diversity and uniqueness of our school. Guided by our Catholic values each day at St Gerard's, students and staff live out their mission to journey in faith and learning as a vibrant and pastoral community.

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.

Our Collaborative Coaching journey continued in 2023. This allowed us to work as a teaching staff to improve every students' learning through building the capacity of every teacher. We maintained our commitment to focus on Mathematics and professional learning was undertaken by staff on a weekly basis and focused on learning gains for students in the different content areas of Mathematics.

Our K-2 teachers embarked on teaching and delivering the new Mathematics, English and Religious Education Syllabus documents as part of NESA's Curriculum Reform. Teachers have been involved in many professional learning and planning sessions to ensure the smooth implementation of the outcomes and content for students. This year also saw us focus on professional learning pertaining to the new 3-6 syllabus documents which are to be implemented in 2024 and beyond. Teachers met frequently to unpack the new syllabus, plan for the rollout and engage in professional learning to deepen their knowledge of these new documents for the successful launch in 2024.

This year saw staff engage in Self-Directed Learning whereby they were able to identify areas of interest and development and engage in professional learning targeted to their goals. Staff then gathered together to share their learning in a collaborative and collegial manner. There was a diverse range of aspects of teaching and learning practice selected and researched by teachers that aligned with our School Improvement Plan.

We maintained our strong focus on student wellbeing and have reimagined the way Positive Behaviour for Learning is taught and fostered throughout our school community. The leadership team worked closely with Linda Bendikson on School Improvement and a cycle of quick wins to help promote learning gains. This complemented our work in the Collaborative Coaching space in order to improve numeracy results. Staff have worked with CSBB to enhance literacy and numeracy programs across the school. Effectively collecting and using student assessment data has helped inform teaching practice. Teachers are working collaboratively to assess, plan and reflect on data that will inform them of students requiring further support while also promoting student growth. Teachers have continued to work

collaboratively to ensure that students with English as an Additional Language or Dialect (EAL/D) are appropriately catered for.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Gerard’s Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	79%	54%
	Reading	90%	67%
	Writing	95%	76%
	Spelling	72%	61%
	Numeracy	90%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	94%	64%
	Reading	91%	74%
	Writing	97%	66%
	Spelling	91%	69%
	Numeracy	97%	68%

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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

Teacher Personal Development

In April 2023, the Wellbeing Coordinator led a staff meeting for all St Gerard's staff. During this meeting, staff participated in the analysis of the current school Positive Behaviours for Learning (PBL) Matrix and Gotcha reward system. The purpose of this activity was to allow staff to voice their thoughts on the values of St Gerard's and express what the behaviour expectations should be.

In June, the Wellbeing Coordinator met with the CSBB Student Wellbeing for Learning Partner to create a PBL Action Plan. Examples of PBL matrices, reward programs, staff handbooks and resources were shared and analysed to pave the way for a potential PBL Relaunch in 2024.

With an action plan completed, St Gerard's PBL Matrix was updated reflecting the values of the staff and school context. The Response to Behaviour flow chart, that assisted staff when dealing with students who forget the school expectations, was updated to include reflective and positive choice practises. Vertically streamed Mentor Groups were introduced across the school where senior students led small groups in wellbeing activities. St Gerard's also took part in the National Day of Action Against Bullying and Violence.

In September, a detailed matrix of the PBL expectations was produced by the PBL Team to be included in the staff handbook. This initiative was to encourage consistency of expectations across the school.

In October, staff were introduced to the Crisis Development Model that provided deescalating techniques for supporting students in regulating their emotions. Lanyard tags were created

for staff to refer to. To assist in crisis de-escalation, a school 'Regulation Station' was organised for staff to access.

Every Week 8 is Wellbeing Week for St Gerard's. During these weeks, teachers are provided with activities that focus on physical, mental, spiritual, social, and emotional wellbeing of both staff and students. Focus is taken off staff meetings and student homework to allow all stakeholders extra time to enjoy the week.

The 2023 PBL Team consisted of 8 team members, representing across all 4 stages of the school. The PBL Team met twice a term to organise Wellbeing Week activities, analyse behaviour data from Compass Chronicles and put strategies in place to support the wellbeing needs of St Gerard's.

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

We maintained our commitment to a continuous culture of improvement in 2023. We remained focused on student achievement and through our collaborative coaching framework for monitoring student achievement data, positive student growth was evident in our targeted learning area of Mathematics. We maintained a collective effort to support both students' and teachers' learning in order to improve practice to enhance student outcomes. Our NAPLAN results were strong and showed that 97% of students were proficient in Numeracy expectations with many performing above expected attainment. Student wellbeing continues to be at the forefront of what we do at St Gerard's.

Professional learning was individualised to best meet the needs of each teacher. This included opportunities for staff to focus on improving student achievement and learning outcomes in the area of their choice which was positive for all. Professional learning included refining evidence-based teaching practice for EAL/D students, learner diversity, dissemination of NESA Curriculum Reform and new syllabus as well as the roll-out of digital systems and compliance modules.

Priority Key Improvements for Next Year

We continue to improve overall student achievement in Mathematics, with the focus on improvements in outcomes for those students who are identified as High Ability as well as those students who have diverse needs as learners. We plan to build on the successes of 2023 in terms of learning achievement by refining teacher practice and continuing our relentless focus on student achievement.

We aim to improve student achievement in English, with specific regard to writing in the context of overall literacy acquisition. This will include further exploration of student achievement data to determine future areas of targeted professional learning for teachers. This will be undertaken in tandem with unpacking the demands and changes that successful implementation of the new English & Mathematics Curriculum require.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Parent participation continues to thrive and is reflected across a range of activities at the school. There are opportunities for formal parent engagement through the P&F, the Class Parent Network and the School Advisory Team (SAT) as well as the Parish Pastoral Council. Parents continue to volunteer in great numbers for sporting events, working bees and excursions.

Parent attendance at school Masses, class liturgies, class Masses and special events is also very high. Parents volunteer to operate the School Uniform Shop and assist with the day-to-day operation of the School Canteen. The P&F Social committee enthusiastically cater for a variety of school events including School Open Day, Kindergarten Transition, Mothers' & Fathers' Day, Grandparents' Mass, Year 6 Graduation as well as Sacramental event morning tea. In an era where many parents are engaged in paid work outside of the home, the rate of parents volunteering remains very high. We have consistently high numbers of parents and grandparents who undertake the Volunteer Induction. The work of the School Marketing Officer and the Parish Engagement Co-ordinator continues to provide ways of improving parent engagement.

Student satisfaction

Students are interested and motivated in their learning and feel challenged in English and Mathematics. Data collected via Collaborative Coaching indicates that teachers are increasingly focused on striving for improvement for all students, particularly in Mathematics. Detailed tracking of student learning outcomes has tightened and refined the teaching / learning cycle. Teachers continue to focus on student wellbeing. Comprehensive data is gathered and analysed around student behaviours. This ensures timely adjustments are made and communicated to teachers, parents and the school counsellor's involvement is established where required.

The school motto of 'Growing in Wisdom & Faith' is emphasised in all school endeavours. Student behaviour expectations are clearly articulated and students in need are monitored and encouraged to communicate their needs to all staff. Teachers place high levels of

importance on developing student relationships that are positive and respectful. Students indicate that they feel safe at school.

Teacher satisfaction

Teachers respond well to active goal setting. These goals were used by teachers to engage in Self-Directed Learning in an area that aligned with the School Improvement Plan. The subsequent feedback sessions were outstanding in quality, teachers engaged with each other and fostered additional professional dialogue among themselves.

Collaborative Coaching has provided substantial professional learning opportunities for all teachers. Initially, adjustments were made to the operational norms for each group and the outcome has been significant improvements in student achievements in Mathematics. Teachers responded positively to the challenges that emerged in terms of student achievement data and engaged fully in refining practice to ensure success for all students. The Collaborative Coaching initiative has been the singular most successful professional learning provision at St Gerard's. There is evidence that strategic transference to other learning areas has occurred. Collaborative Coaching has also provided an excellent vehicle for the implementation of the new syllabus in Mathematics and English.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,227,350
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$589,295
Fees and Private Income ⁴	\$1,291,602
Interest Subsidy Grants	\$16,628
Other Capital Income ⁵	\$1,791
Total Income	\$4,126,668

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$100,555
Salaries and Related Expenses ⁷	\$3,386,688
Non-Salary Expenses ⁸	\$1,308,865
Total Expenditure	\$4,695,554

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 2023 REPORT