



2022

ANNUAL SCHOOL REPORT



St Martin de Porres Catholic Primary School

147 Prahran Avenue, DAVIDSON 2085

Principal: Mr Adrian Pulley

Web: www.smddb.catholic.edu.au

About this report

St Martin de Porres Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented 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 the first in two years not interrupted by Covid-19 lockdowns in Sydney. We came back together again with a new appreciation of what it means to be a community and looked at ways to make the transition back to full-time teaching and learning as smooth as possible. This was not lost on any of us as the staff and students bounced back into the swing of school, supported each other when tiredness crept in and celebrated being together all year. As always, we place the well-being of our community at the forefront of everything we do and continue to fiscally support those families who suffered financially in the aftermath of the pandemic.

Our professional learning was able to be conducted in the usual way, where we could come together and support each other's ideas and learn from each other and the professionals who came to teach us in several different areas.

We continue to grow in spirit and size as we welcome more and more families to St Martin's due to the unique learning environment we offer with professional, dedicated and supportive staff.

Parent Body Message

Thankfully, 2022 brought a return to a normal school year with Covid lockdowns behind us and a renewed sense of excitement and enthusiasm for bringing the wonderful community of St Martin's together.

The dedicated teaching staff, under the guidance of our inspiring Principal Mr Pulley, did an amazing job at encouraging a great sense of passion and curiosity for learning and fostering a caring environment for all the children. Thankfully no home-based learning planning was necessary!

With families, teaching staff and parish members so keen to connect, we had a variety of well-planned activities and fundraisers to bring us all together and encourage a united sense of community.

With a disco to create fun and laughter, to the reptile night for the children to enjoy learning about our wildlife and the much loved St Martin's movie night, we love showcasing our amazing school to the wider community. Who can forget the colour run!

It was definitely a year that brought together students, teachers and families to further strengthen the bonds that hold our shining community together.

I am so grateful and blessed to be part of the St Martin's family.

Student Body Message

The students at St Martin's have received many blessings. We have loving families, a beautiful school, teachers who help us and friends who care for us. One of our greatest blessings is our school motto "Strength and Gentleness" which guides us in everything we do. This motto encourages us to show strength of character, but gentleness of action. We are strong when we are following in the footsteps of Jesus Christ as we live out our mission. We are strong when we make the most of the gifts we have received from God to be the very best we can be. We are strong when we nurture our relationships with each other and with our God. We are gentle when we make decisions that will have a positive effect on our peers, our community and our planet.

School Features

St Martin de Porres Catholic Primary School Davidson is set amongst beautiful bushland near the Garigal National Park. We are proud of our school's heritage and position in the local community. We warmly welcome families from the area and support all families as we are guided by the school motto "strength and gentleness".

Our mission is to provide learning excellence in a caring Catholic community. The uniqueness and giftedness given by God to each person in our school community are celebrated in all aspects of school life.

We are blessed with expansive grounds where the children can enjoy playing outdoors in green spaces, as well as on our multisport court. St Martin's has a bespoke playground which was designed in collaboration with the students and features a slide, climbing area, tunnel and huts that encourages imaginative play. The children can also use the quiet area of the playground where they can reflect, read and relax.

St Martin's Catholic Primary is a dynamic, inclusive and connected school community that provides an inviting and nurturing environment. We value participation and the contributions our families make to our school.

Classrooms are engaging learning spaces with good facilities and contemporary resources such as a wide variety of devices including iPads and interactive whiteboards. The library, learning support room and hall 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.

Teaching and learning at St Martin's is a three-sided collaborative approach between teacher, student and parents. The learning is current, challenging and collaborative, meaning students are engaged and have some agency in their learning.

The dedicated teachers at St Martin's 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 offers children many opportunities such as school-wide coding classes, extension classes for high achieving and gifted learners as well as support for children who need additional help with their learning. We also offer band, music, choir, chess, yoga, sports programs, public speaking and Italian. 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 Kristin Darrell 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. This has been extended to our Kickstart Kindy Program which has been very popular with local pre-schoolers and their parents.

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

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
50	46	10	96

* 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 88.60%. 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
88.20	91.20	86.70	89.30	89.00	90.10	86.40

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	21
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	6

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

Summary of professional learning at this school

- Day 1: CPR, Anaphylaxis Training and Curriculum Expectations
- Day 2: System Day – Faith, Learning, Wellbeing
- Day 3: Introduction to K-2 English Syllabus
- Day 4: Introduction to K-2 Mathematics Syllabus
- Day 5: Staff Spirituality Day – CSBB Charter

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 Assessment and Data, ASD, and the NCCD.

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.

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 2022 the new Religious Education Curriculum, as set out by CSBB for Kindergarten, was implemented. The children responded positively and it has been well received by students and parents. Kindergarten teachers took part in Professional Learning throughout the year to assist with the implementation of the new curriculum.

In 2022, the school continued to develop strong bonds with the Frenchs Forest Catholic Parish community. This was further strengthened during the final months of the year with the employment of our Parent Engagement Coordinator. The role has two focus areas, the first is to strengthen relationships between parents/carers, the school and the community. The

second is to engage parents with the parish and the wider Catholic school community with a focus on learning impact. Having our PEC involved has seen a focus on engaging families more with Family Masses and has allowed families to have another point of contact with the parish. There were wellbeing sessions for parents such as coffee and chat afternoons, information sessions on curriculum and Mother's and Father's Day celebrations and liturgies.

During 2022 the clergy and sacramental coordinator regularly visited classes to build connections with the children. 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 with a whole parish and school outdoor Mass and curry night in November. Over 30 families from the school attended this parish event. 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 2022 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.

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.

New K-2 English and Mathematics Syllabus documents have been introduced to staff in preparation for implementation in 2023.

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. 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.

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	92%	52%	0%	12%
	Reading	100%	54%	0%	11%
	Writing	75%	50%	0%	7%
	Spelling	58%	48%	0%	15%
	Numeracy	50%	34%	0%	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	60%	31%	20%	14%
	Reading	60%	39%	20%	11%
	Writing	0%	25%	17%	18%
	Spelling	20%	37%	20%	14%
	Numeracy	20%	25%	20%	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

During 2022, the Stage 3 pastoral care committee introduced 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 PBL rules, which are: At St Martin's we show Strength and Gentleness when we are: Responsible, Respectful and Reflective.

During 2022 there was a focus on all the rules and with a particular focus on respect and responsibility.

Each class teacher worked through the learning issues with the children in their class and addressed specific needs of respect and responsibility with each cohort.

As a response to the respect and responsibility playground issues, it was decided to have more teacher aides on duty at each playtime to assist the children in the playground. This has assisted in the teaching of social skills at the point of need.

Assemblies were the main way to continue to highlight the 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 2022 and the new initiatives and strategies that were developed have continued to enable the school to be a safe and inviting learning community.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

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 2022:

1. Delivering authentic learning experiences to grow staff and student understanding of Catholic education.
2. Develop individual profiles for all our diverse learners and continue to maximise their learning growth.
3. 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.
4. Implementation of a school-wide Coaching program to improve student spelling.

Priority Key Improvements for Next Year

The annual improvement goals for 2023 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 annual improvement goals for 2023 are:

1. To implement new K-2 English and Mathematics Syllabus documents and explore the new 3-6 English and Mathematics Syllabus documents.
2. To embed collaborative coaching within the school for all classroom teachers focussing specifically on improving the number strand of mathematics.

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

2022 heralded the conclusion of COVID-related lockdowns across NSW, and the renewal of hope, and togetherness, and care for one another within our beloved St Martin's community.

Our Principal, Mr Pulley, our talented teaching team, our clergy, our P&F, School Advisory Team, Class Parents and countless volunteers and friends worked tirelessly to ensure the prior academic years were not defined and negatively impacted by the global pandemic. The fruit of that labour was evident in how resilient, focused, joyful, and ready our children were to return to face-to-face learning, and how they once again thrived in their classrooms, and across the abundant extracurricular activities made available by and through St. Martin's, including (but not limited to):

- Kid's Yoga classes
- Chess Club
- The new Song and Church Choir Clubs
- The reimagined 'Brand New Day' free-play concept (once a week)
- The reinvestment & amplification of St. Martin's exceptional Band Program
- The continuation of our Coding programme (all Stages)
- Sporting Master Classes with professional athletes from various codes invited to conduct in-school workshops
- The ongoing revitalisation of our generous grounds
- Numerous Community-focused Events, BBQs, and Coffee Carts, both inside and outside school hours, intended to accelerate our re-engagement with one another, at a communal level.

St. Martin's continues to enjoy sustained population growth of our student body, and we remain welcoming of - and forever appreciative towards - 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 2022, with the warmth and gratitude shared by every member of the Frenchs Forest Parish.

Student satisfaction

The School has noted the continued social and emotional impact of the COVID-19 pandemic on students and their families. The School continues to monitor student Social and Emotional Learning (SEL) using the diocesan tracking tool. It continues to look at new 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 2022, 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 schooling is useful in their everyday life and will have a strong bearing on their future (93%).

They said they do not get in trouble at school for disruptive or inappropriate behaviour (89%).

Students indicated lower-than-average levels of physical, social, or verbal bullying, or being bullied over the Internet. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. They said that teachers are responsive to their needs and encourage independence with a democratic approach. One student wrote, “I love my school, it's the best. I love all the teachers there and all the other students”.

Teacher satisfaction

The 2022 TTFM Teacher Survey report indicated higher than system averages for all teacher satisfaction categories. Teachers reported higher levels of satisfaction in the leadership of the School with a School mean score of 8.1 out of 10. The highest score was given by teachers to statement “School leaders have supported me during stressful times”. The survey report showed teachers rated the School highly in terms of learning culture with a score of 8.8 with most teachers stating that they set high expectations for student learning. Teachers reported being very satisfied with the quality of teaching strategies used in the School, with a score of 8.8, as well as levels of inclusiveness, with a score of 9.1. Teachers indicated high levels of usage of data to improve student outcomes with a score of 9.2.

Financial Statement

Consistent with the NESAs 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	\$1,144,243
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$304,380
Fees and Private Income ⁴	\$396,538
Interest Subsidy Grants	\$2,540
Other Capital Income ⁵	\$414
Total Income	\$1,848,117

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$12,417
Salaries and Related Expenses ⁷	\$1,880,251
Non-Salary Expenses ⁸	\$873,852
Total Expenditure	\$2,754,104

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