



# 2022

## ANNUAL SCHOOL REPORT



### St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

Web: [www.sjndbb.catholic.edu.au](http://www.sjndbb.catholic.edu.au)

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## About this report

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St Joseph'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](#).

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## Message from key groups in our community

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### Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. We are a small inclusive community that provides a supportive and personal education experience for our families.

As Principal of St Joseph's Catholic Primary School Narrabeen, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school.

Our School core values of community, respect, stewardship and compassion underpin our actions, learning and beliefs in all that we do. The School's motto, Build in Love was evident in a year of learning, growing, developing, and formulating future plans for the continued growth of the School. It was also a year of returning to a 'normal' school program with the gradual easing of Co-Vid restrictions.

### Parent Body Message

Following on from the previous year which brought many COVID-19 restrictions, St Josephs, like all other schools, began Term 1 hopeful that a year of normality lay ahead for our children. With the easing of restrictions, permission for parents to enter the school grounds was welcomed by all and the P&F executive team planned a year of events.

Meeting the various COVID-19 restriction requirements, fortunately our class parents were able to successfully organise the following events - Easter Raffle, Mother's Day Breakfast, a very well attended Grandparent's day, kids disco and Father's Day.

The P&F was aware of organising and hosting events that once again enabled our community to come together with less emphasis on fundraising. This was also in alignment with the changing policy from the CSBB Parent Council and parent engagement advice. However, the P&F was also able to organise a very successful and fun Colour Run at a local park as well as a trivia night for parents which raised funds and enabled the P&F to pledge money to the school that will be used in 2023 to fund a Dance Fever program for the students.

Thankfully we were once again invited into the school for parent teacher evenings, parent engagement open classrooms for Terms 1-3 and individual parent teacher meetings. P&F quarterly meetings also went ahead with a choice of attending via zoom or face to face.

The school musical finished off the year on a high with parents astounded at the quality of the production and the enthusiasm of all students.

### Student Body Message

In 2022 we were very excited to have an almost 'normal' year with our usual special events and sports carnivals. The Year 6 leadership teams were given many opportunities to plan, organise and participate in student led events. The wellbeing team organised a Wellbeing Day each term with a fun activity like dressing up or playing games. The environment team promoted the recycling of soft plastics, the library team helped to organise an awesome Book Week topped off by a flash mob dance.

The highlight of the year was our annual school musical in November, 'Magical Musicals' where the Stage 3 students starred in the main roles and every student participated with energy and enthusiasm.

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## School Features

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St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school. The School was established on the site in 1939 by the Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, Kindergarten to Year 6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the Parish Priest and assistant Priest to reach out and invite people into the worshipping community.

Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 Start Right program. The St Lucy's students are included in some events with the St Joseph's students who in turn learn to make adjustments for others to support their individual needs.

During 2022 we were able to return to our usual full program of school and community events albeit with some restrictions earlier in the year due to Co-Vid safe regulations.

Although a small school community, students are offered many opportunities. The Year 6 children are all part of a leadership team. Each team is encouraged to organise their own events with the help of a teacher mentor to add to the spirit of engagement in our school community. During 2022 all leadership teams were able to organise and conduct events that were inclusive of all students and gave the Year 6 students the opportunity to authentically lead.

The School band was started again with a new provider in Term 4. Our parent community were able to once again make a real connection to the school. This was enhanced with outstanding communication via the FB posts and weekly newsletter that includes brief information, photos, videos and links. This was organised and planned by the school marketing and promotions officer.

The school was refurbished in the 2022 January school holidays with the kindergarten room expanded by removing the wall between two rooms to cater for our larger kindergarten class. The old art room was refurbished to become a general classroom allocated to Year 2 for the 2022 school year. The library walls were gyprocked and painted with new noticeboards and blinds installed. During 2022 the CSBB repairs and maintenance project enabled us to paint and recarpet many rooms to give the school a fresh look.

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## Student Profile

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### Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
71	91	33	162

\* 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 86.70%. 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
88.90	85.00	87.30	83.70	86.60	83.90	90.80

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	24
Number of full time teaching staff	9
Number of part time teaching staff	8
Number of non-teaching staff	7

### 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 most significant change to staff P/L in 2022 was the introduction of Collaborative Coaching. A strategy that brings the teacher coach (our AP) and the staff in stage teams for a weekly one hour session to focus on the learning needs and plan learning for the class. Our school focussed on the Maths curriculum for 2022.

During 2022 the staff participated in four Staff Development Days (SDD) as well as four Twilights. The focus of the SDD's and Twilights were as follows:

1. Unpacking the CSBB Learning Improvement Plan (LIP) and using the CIC plan to examine our own School Improvement Plan (SIP)
2. Whole System CSBB 'Towards 2025' day
3. Catholic Charter' Spirituality day and P/L with St Rose Collaroy Plateau
4. Examining, unpacking and planning for the new NESAs English and Maths Syllabus'.  
The four twilights also focussed on this area. We joined with Maria Regina, Avalon and Sacred Heart, Mona Vale for these sessions to enable staff to co-operatively plan.

The staff also completed an OLT course offered by the CSBB Learner Diversity team in 'Understanding ADHD' in Term 4. This equated to 20 hours of P/L.

Our Learning Diversity teacher and the Micro Teaching Program teacher also completed an OLT course in Dyslexia.

In Term 3 all staff completed 6 hours of Self-Directed P/L focussed on learning from the new NESAs syllabus'. This is the 6th year staff have participated in SDL as a form of P/L.

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## Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. 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.

At St Joseph's we endeavour to inspire the hearts and minds of our students to know Christ. We actively live out our faith with our school motto of 'Build in Love'. The school explicitly teaches and instils in students the Gospel core values of Community, Respect, Stewardship and Compassion. Each term there is a different core value focus and students who embrace and put into practice these values are acknowledged with a Build in Love Award.

St Joseph's supports many social justice initiatives based on needs at a local, state, national and global level. In 2022 the school continued to be involved in raising funds, goods needed and awareness for Caritas Australia, Catholic Mission Socktober and the Vinnies Winter Appeal and Christmas Hampers. Student Mission Leaders lead many of these initiatives and found the Diocesan Mission Mass particularly inspiring.

This year the new Religious Education Curriculum was implemented in Kindergarten. This student-centred pedagogy invites each child to know Christ and grow in faith through an experiential learning environment. The Religious Education Coordinator and Year One

teacher were actively involved in professional learning to continue the implementation of this new way of learning in Year One next year and across the school in subsequent years. Additionally, the staff engaged in professional learning on the Catholic Charter.

All Year 6 students participated in the Diocesan Year 6 Leadership Day with the focus being 'Light of my Leadership'. Beginning with a Liturgy lead by Bishop Randazzo, students were encouraged to reflect on current leaders, scripture passages and how they will share the light of their leadership throughout the year. All students participated in the Religious Creative Arts Competition. Students could enter using a variety of mediums including Visual Arts, Dance, Drama, Music and Short film in order to reflect on the theme of 'courage'. Three St Joseph's students were entered as finalists.

To support the relationship between St Joseph's and the parent community, each term the school opens our classrooms to parents through our Parent Engagement Sessions. In Term 3 parents came to watch and be involved in a Religious Education lesson with a focus on how we teach values through the scriptures.

The Lakes Parish and Parish Priest, Father Robert Borg, have a strong partnership and connection with the school. Additionally, the employment of the St Joseph's Parent Engagement Co-ordinator will work to ensure the formation of continuing stronger ties between the school, parish and parent community.

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## Curriculum, Learning and Teaching

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

The school offers a progressive primary education. Our team of passionate teachers delivers the curriculum through exciting, engaging and purposeful learning opportunities which foster critical thinking, curiosity and a love of learning. Our 2020 – 2022 School Improvement Plan (SIP) Curriculum Teaching and Learning goal is; 'to develop learners who show initiative, take risks and are proactive in their learning'. This was the final year of a 3-year cycle.

This year, we embarked upon our journey in Collaborative Coaching. This started with intensive Professional Learning for the leadership team, who then led the Coaching project with the rest of the staff. The coaching cycle commenced in Term 2. Our data pointed us in the direction of Mathematics as informed by our NAPLAN 2021 trend data. Teachers embraced the coaching enthusiastically, valuing the time for collaboration and the focus on essential learning, particularly in the area of number. The weekly coaching sessions also developed to allow time to jointly construct common formative assessments across the stages.

Teachers continue to track improvement in writing by collecting and marking student work samples each term for areas of concern identified through the NAPLAN 2021 results. The writing criteria identified were text structure, vocabulary and cohesion. The tracking of writing samples enabled teachers to plan writing lessons that focussed on areas of need and for students to set goals for their writing.

We had a strong focus on exploring the new curriculum in English and Mathematics for all teachers with the upcoming implementation of the new syllabus in 2023 K-2 and 2024 Years 3-6.

Teachers became familiar with the new content, outcomes, organisation and structure of the curriculum. We also participated in an ADHD blended learning course. The blended learning included professional learning, online component and implementation of SMART goals for our current students. This highlights our dedication to understanding the varying needs of our students and the many who need adjustments so they can access the learning at their point of need, with their particular needs addressed and catered for.

We continued to promote improved parent engagement with open classrooms which were all well attended throughout the year - in Enquiry units in HSIE or Science and Technology in Term 1, Visual Arts or Music in Term 2 and Religious Education in Term 3. These prove insightful to the parents and help them to understand what their children are learning and promote positive conversations about their learning at home.

## 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	78%	52%	7%	12%
	Reading	59%	54%	4%	11%
	Writing	74%	50%	0%	7%
	Spelling	56%	48%	7%	15%
	Numeracy	56%	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	44%	31%	6%	14%
	Reading	53%	39%	3%	11%
	Writing	38%	25%	6%	18%
	Spelling	39%	37%	11%	14%
	Numeracy	45%	25%	6%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 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, pastoral care and wellbeing of students and their families continued to be a very important priority as we dealt with the repercussions from 2 years of Co-Vid restrictions. The school responded by stepping up the communication with explanation and informative videos about initiatives and connection events.

In Term 1 teachers analysed the Social Emotional Learning (SEL) data collected on students via the continuum and made adjustments to PDHPE programs to help improve those skill areas lacking in their class. The once a term Learning Team meetings held with each class teacher and the Learning Support teacher, Principal and Assistant Principal became imperative to discuss concerns about children and families struggling with the adjustments for families.

The Learning Support team in particular worked very closely with families of children with high and individual needs to ensure their education continued and make a smooth adjustment to being back at school fulltime. Catholic Schools Broken Bay (CSBB) continued to support schools in 2022 by allocating more counsellor hours to the school. This enabled us to recommend more children for counselling for many different reasons. The wellbeing team at CSBB also supported us in situations where we needed to devise individual behaviour plans for some children.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Year 6 students buddy a Kindergarten student and Year 5 students buddy a student from the St Lucy's satellite class. This buddy program continued in 2022. The once a term wellbeing weeks and wellbeing groups led by year 6 students



focussing on our four school core values enabled students to mix in across grade groups and learn together.

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## School Improvement

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

### Key Improvements Achieved

2022 was the final year of our 3 year School Improvement Plan (SIP). Our SIP was adjusted from our original plan due to the CSBB initiative of Collaborative Coaching introduced and the priority needed to be given to familiarising with the new NES A K-2 English and Maths syllabuses being introduced in 2023.

Achievements for the 2022 SIP were:

#### **In the area of Mission in the SIP:**

Kinder teacher and REC participated in training with cohorts about the new RE curriculum. This was shared at a staff P/L with whole staff. All staff participated in a PLC with a neighbouring school about RE units of work, changing and improving them. The Year 1 teacher for 2023 trained in the new curriculum.

#### **In the area of Curriculum, Learning and Teaching in the SIP:**

Successful parent engagement sessions, Terms 1-3. Collaborative Coaching (CC) was introduced and proved to be beneficial to all staff and students. Data indicates the improvements in maths (the curriculum area of focus). ACER data was analysed by staff in CC time. Percentage of growth was not looked at due to the change of tests to CAT style and therefore norms changed. Individual students' graphs were examined for progress. During CC sessions, K-2 staff looked at new the syllabus for areas they were working on. Twilights with neighbouring schools very beneficial using CSBB slide presentations (and 1 extra SDD) for new syllabus.

#### **Pastoral care outcome:**

ADHD course was completed by all staff in Term 4 for P/L online course. This became a focus and negated the need for PL around SEL as we could apply new learning to students of concern.

### Priority Key Improvements for Next Year

In 2023 we plan to have a one year SIP. Below are listed the goals in three areas.

**Mission Goal:**

To engage students in RE lessons, to enable them to be active contemporary disciples of Jesus, able to express their understanding of their faith in a variety of ways with choice.

**Curriculum, Learning and Teaching**

Goal 1: Students demonstrate progress in their mathematical understandings and skills.

Goal 2: Students demonstrate a deeper understanding of phonemic awareness, phonics and spelling.

Goal 3: Students increase their reading fluency.

**Pastoral Care**

Goal 4: increased engagement in learning for students with ADHD.

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## Community Satisfaction

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

### Parent satisfaction

As per Diocesan practice, the CSBB invited parents to complete the TTFM (Tell Them From Me) survey between 30 Aug- 16 Sept 2022. 28 respondents completed the survey. This survey indicated that in the 7 key areas of the parent survey we were at or higher than the region norm. Our highest scores were in the key areas of 'Safety at School', 'Parents feel welcome', 'Inclusive school' and 'Parents are informed'. The scores for these areas were all between 7 and 9.

The positive comments centred on the small, inclusive community feel of the school and the dedication of the teachers, how all children are known by name.

Some parents expressed their concern about reporting on student progress.

### Student satisfaction

The TTFM survey was conducted for Years 4-6 students in early September.

The comments centred around the positive relationships with teachers and how it is easy to make friends and a feeling of safety.

There were also comments about wanting/needing more sport and having a bigger/newer playground.

In Term 4 we held a whole school Musical performance for parents. Many students expressed how they loved performing and how it helped them overcome a fear.

### Teacher satisfaction

2022 was a year of negotiations between employers and the teacher's union for the new Enterprise Agreement. This raised many concerns for teachers about work conditions such as being overworked and the unreasonable demands of some parents on a teacher's time. The school was able to respond to the 2nd concern by reviewing our school communication policy and setting in place parameters for email communication with parents.

Teachers are satisfied with the support of leadership for their work and the quality of professional learning at the school. Teachers feel they are treated as professionals by the leadership team with a high level of trust present.

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## Financial Statement

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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.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,079,734
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$555,245
Fees and Private Income <sup>4</sup>	\$602,940
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$698
<b>Total Income</b>	<b>\$3,238,620</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$159,063
Salaries and Related Expenses <sup>7</sup>	\$2,319,640
Non-Salary Expenses <sup>8</sup>	\$777,724
<b>Total Expenditure</b>	<b>\$3,097,364</b>

### Notes

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

END OF 2022 REPORT