

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Therese's Primary School

Burke Street, NEW LAMBTON 2305

Principal: Mr Duilio Rufo

Web: <http://www.newlambton.catholic.edu.au>

About this report

St Therese's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

2021 saw St Therese's continued focus on Gifted Education with a continuation of students involved in the Virtual Academy (VA), extension groups in the areas of Writing in Years 2-6 and Mathematics in Years 3-6.

Throughout 2021, we continued with our work on the Early Learning Framework with Kindergarten immersed in the "Successful Foundations" and Play-Based Learning projects. Year 1 began play-based learning, linked to key learning areas. This focus on play-based learning in the first two years of school, continues to show great results in students social interactions, creativity and problem-solving. 2022 saw all students in Early Stage 1 and Stage 1 continue with the InitialLit phonics program.

In 2021, St Therese's continued to engage with the Diocesan implementation of Lyn Sharratt's work of explicit teaching and data driven decision making in teaching and learning. The school continued to engage three pedagogical mentors to work with staff, to develop their ability to teach in English and Mathematics. A further focus on the development of co-constructed learning intentions and success criteria in English and Mathematics was undertaken. This has resulted in increased student engagement, as students are active participants in their own learning. Academically, the school continues to produce excellent results.

The school continues to promote technology, providing rich and varied tasks aimed at engaging students in collaboration and critical-thinking opportunities.

St Therese's continues to focus on social justice through, Children's Mission, St Vincent de Paul, Caritas and Mercy Works being some areas that were supported over 2021. Student led social justice initiatives were supported by the staff and parent community.

2021 again saw the school focus its effort on "Home Learning" due to the COVID crisis. Teachers and students use learning technologies, such as MSTeams, Zoom and SeeSaw.

St Therese's continues to provide quality differentiation for students with additional learning needs. 2021 saw a focus on Aboriginal and Torres Strait Islander education, with two ATSI teachers employed, one to focus on the educational needs students and the other on cultural development. The school engages with parents/carers as active participant in the educational journey of their child.

I would like to thank the staff for their dedication, love and support of the children. To the parents/carers, thank you for your involvement and care of the children, staff and the school in general. I also thank the children for being yourself and making school a great place to be.

This report is available to you on the school website or by enquiry at the school office.

Parent Body Message

Throughout 2021, the effects of COVID continued to impact the involvement of parents at school. The school continued to welcome parents, through the use of technology such as Zoom, Story Park and SeeSaw. The Parents and Friends Association (P&F) met regularly via Zoom, with the focus being to support the school in implementing guidelines and maintaining open communication.

The P&F continued to be involved in the development of policies and procedures. The P&F and Caring Group were vital in reaching out to families that felt disconnected from the school community, due to COVID guidelines, as well as those effected by loss of employment or through lose of loved ones. This outreach has had a very positive impact on the community.

The P&F believe that St Therese's is a happy place for our children and that overall the education is of an excellent standard. Parents are very appreciative of the efforts made by the school to ensure the educational, social and spiritual needs of the children are achieved to a very high standard. The efforts of the school to maintain a welcoming environment and open and effective communication, through a very difficult year, were also greatly appreciated.

Student Body Message

The students had a great year throughout 2021. The majority of students told us they enjoy coming to St Therese's each day, and that they feel happy, safe and valued. Senior students were involved in many outreach and social justice programs and they learned the value of giving.

During the ongoing COVID crisis, the students enjoyed community events that were run in accordance with guidelines, such as a whole school Zoom assemblies, Blue Day, Child Protection Week Activities, Inquisitive Minds, and Book Week Dress Up. These made school a positive and exciting place for the students.

During lock-down, the students enjoyed the online learning focusing on Religion, English and Mathematics. The students reported they feel safe and loved at St Therese's.

School Features

St Therese's is a K-6 co-educational school of 565 students, with twenty classes. We are part of the Blackbutt North Catholic Parish, situated centrally in the suburb of New Lambton. The school feeds directly in St Pius X, Adamstown which is a 7-10 co-educational High School. Over 90% of our students attend St Pius X High School.

The school was established by the Sisters of Mercy, with the first Sisters coming to New Lambton on horse and buggy from Lambton Parish, some 5km away, in 1925. The Parish of New Lambton was proclaimed in the early 1950s and St Therese's Church was built. In 1956 the first St Therese's classrooms were built and a convent was also built across the road from the current school site, to house the Sisters. The Mercy Charism of; welcoming, love and compassion of the stranger, has been a hallmark of the school, which is still alive today.

The St Therese's Parents and Friends Association, is very active in the school and plays an important role in the overall development of direction. Parents are always very welcome and play an integral role in supporting staff and children in a variety of areas including volunteering to assist in the classroom and in specific projects.

St Therese's is held in high esteem within the local area for its community involvement and the co-curricular programs that we run, such as environmental projects, outreach to the elderly and needy, camps, excursions and representative sports. We provide students with the opportunity to participate in academic competitions at Local, State and National level. In recent years, there has been a strong STEM focus, supported by the University of Newcastle and Microsoft.

Due to the COVID crisis the school was unable to undertake special events in 2021.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
264	298	71	562

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 94.52%. 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
94.97	95.53	94.17	94.27	94.66	94.31	93.73

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	55
Number of full time teaching staff	23
Number of part time teaching staff	15
Number of non-teaching staff	17

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Due to COVID restrictions, staff development days were not limited. We did however, where practicable, provide staff with professional learning, via Zoom and MSTeams:

- Michael Dennin - Faith Development
- Aboriginal and Torres Strait Islander Education
- Gifted Education
- Embedding Learning Intentions and Success Criteria into English and Mathematics

Staff continued to develop home learning opportunities for children using Zoom, MSTeams and See Saw. Zoom, was also used to provide daily Mental Health and Well being check ins for staff and students.

MSTeams was used to conduct weekly staff meetings, with a continued focus on the Leading Learning Collaborative (LLC) and the implementation of the 14 Parameters presented in Lyn Sharratt's book "Clarity".

Staff were also given the opportunity to complete mandatory professional learning in Anaphylaxis, CPR and Asthma Management, via eLearning.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

At St Therese's, we recognise that parents are the primary educators of their children in the area of Faith, and we support them in providing support in the Faith journey of their child. The Principal, Assistant Principal and staff members are active members of the St Therese's Church community. The REC and many teachers are active members of the Parish Sacramental Team. 2021 saw St Therese's re-engage our school community in the Sacramental program for our students in Years 3 to 5.

Faith Formation of staff, students and parents is important, with many staff having completed, or currently enrolled in post-graduation Certificates or Masters programs in Theology and/or Religious Education. During 2021, staff participated in an annual faith formation day with Michael Dennin, which was presented in an online format, through the Catholic Schools Office.

Each term, staff were provided with a Faith Formation staff meeting, facilitated by our REC. The focus being on a "New Vision". Staff are invited to weekly staff prayer, centered on the Word of God, using a variety of forms in response such as – meditation, writing in journals, Lectio Divina and personal prayer. The resource, "We Pray As One" (2021 edition) is used in all classrooms to support teachers in leading daily prayer with their class.

The weekly school assembly continued via Zoom, and begins with our School Prayer, followed by a modified liturgy of the Word presented by our Yr. 6 Social Justice team.

Full implementation of the Religious Education Curriculum remains the focus for the teaching of Religious Education in classrooms. Teachers engaged in the "Pedagogy of Encounter" and were up skilled in delivery of this Religious Education focus. Teachers are aware of the required levels of Faith Accreditation to teach Religious Education within Catholic schools. Staff are encouraged to take advantage of opportunities offered by the Catholic Schools Office to maintain and improve Professional Development of Religious Education.

During 2021, despite the wide-spread challenges faced, our fundraising activities were organised and implemented by the Religious Education Coordinator and Social Justice Team. These included Caritas, Lotus Educational Fund and Children's Catholic Mission. In addition, our school community provided Easter hampers for Ronald McDonald House and the John Hunter Children's Hospital, food packages for St Vincent de Paul Society and the Winter and Christmas Appeals through participation in Mini Vinnies.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

In 2021, St Therese's continued to worked in flexible groups for Mathematics and Writing, to target the needs of students. This structure allows for teachers to cater for the individual needs of students. Using data from PAT-Maths, PAT-Spelling, PAT-Reading and NAPLAN, students in Years 2 - 6 were flexibly grouped into skills-based groups Mathematics and Writing groups. Students move fluidly through these groups, depending on their skill level, and in the different concepts being taught.

Case Management Meetings continued across all grades twice each term. These meetings focused on one child from each flexible group, data was analysed and grade teachers worked collaboratively to develop strategies to assist students to improve their learning.

We continued to focus on identifying and extending our Gifted Learners K–6. Teachers continued to develop individual student profiles and collected evidence on students who showed success in any of the given domains of giftedness. Gifted and high achieving students were given opportunities such as Maths Olympiad and the Virtual Academy for Stage 3 students. Kindergarten children completed the CogAT assessment in Term 4.

Across the school, we engaged students who needed extra support in their learning in programs such as MiniLit and MacqLit. Learning support teachers and assistants provided intensive numeracy support, Multi-Sensory Learning for Phonics, Support Writing groups, Comprehension groups and social skill groups that focused on emotional regulation. An EALD teacher provided language and comprehension support for children from non-English speaking backgrounds, and mentored and supported staff in the oral language development of children.

InitialLit continued as the core phonics program in Early Stage 1 and Stage 1. This program explicitly and systematically teaches phonics, phonemic awareness and reading. A multi-sensory play-based approach was also employed to consolidate literacy concepts for Early Stage 1 children.

St Therese's, continued to employ specialist teachers for Music/Drama/Dance, PE and Library. All students spend time during their school week learning from these teachers and benefit from the expertise of these teachers. Library lessons are linked to the grade's English and HSIE or Science units and are combined with the use of ICT and STEM activities.

Stage 3 students continued to be a part of the BYOD program and work extensively using OneNote and Teams in the classroom as other learning platforms. The students take part in a Cyberbullying program at the beginning of the school year and develop ongoing technology skills. The children enjoy using a range of Apps and programs to improve their knowledge and to develop 21st Century Thinking skills.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	56%	54%	8%	11%
	Reading	59%	55%	11%	10%
	Writing	66%	53%	3%	7%
	Spelling	58%	50%	8%	13%
	Numeracy	38%	37%	14%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	35%	35%	10%	14%
	Reading	53%	41%	6%	11%
	Writing	29%	20%	12%	18%
	Spelling	40%	38%	6%	14%
	Numeracy	31%	29%	14%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2021.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

The school's Student Welfare Policy 2020 and procedures provide a framework for the resources and practices implemented at system and school level, with the purpose of supporting and enhancing the well being of students and all within its school community. It refers to the overall climate of care that exists within a Catholic school. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the well being of all.

Pastoral Care and Student Well being was a particularly high priority in 2021 with the COVID pandemic, that saw a physical disconnect of the school from parents and the wider community for an extended period of time. During home learning, a number of initiatives were implemented to continue to connect with our families:

- Teachers connected via Zoom and/or Teams with their class each day, to check on their students' well being and to clarify any questions and concerns students or families may have been experiencing
- Teachers in Years 1-6 taught English and Mathematics lessons daily, to keep routines for students during home learning
- Kindergarten teachers provided videos of lessons in English and Mathematics, that could be accessed by students via See Saw
- Families identified as "at risk" due to isolation, critical incidents and/or child protection concerns, received weekly phone check ins with staff
- Daily "Storytime" sessions, were very popular, generally hosting 60-80 families in each session
- Daily Compass News Feed to parents for updates
- Staff working from home, had daily check ins with a member of the leadership team

As the year progressed, communication via Compass and the Newsletter, was a continued priority to keep our parent community informed. When school resumed after lock-down was lifted, staff and Year 6 students welcomed children each morning at the gate, and helped to settle children, as parents were unable to enter the school grounds. Weekly Zoom Assemblies were attended by a large number of parents and family members, sometimes from interstate and internationally.

The parents community was very appreciative of the school's commitment to pastoral care and student well being throughout 2021.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

In Years 2-6, writing continued to be a focus area in 2021. Pedagogical Mentors (PMs) worked with teachers in these grades to build teacher capacity and improve student outcomes through data analysis, team teaching, mentoring and coaching. In Kindergarten and Year 1, teachers worked collaboratively to develop students oral language and vocabulary development. Gifted writers in Years 3-6 were targeted through an extension writing group.

The staff continued with the 14 parameters of Lyn Sharrat's book "Clarity". Staff worked in collaborative teams in the use of data to drive teaching and learning decisions. The use of data walls and Bump It Up walls focused on the "faces" of our students with students involved in creating their own learning goals. Learning Intentions (LI) and Success Criteria (SC) were incorporated into English and Mathematics programs and students were involved in co-construction of LI and SC.

Gifted and High Achieving Mathematics students in Years 3-6, continued to work in a Mathematics extension program.

Priority Key Improvements for Next Year

- Continue to focus on the Leading Learning Collaborative (LLC) with a particular focus on quality assessment, early and ongoing intervention and collaborative inquiry.
- Pedagogical Mentors (PMs) will continue to work with teachers on analyzing data and building capacity in our three LLC areas.

- Teacher Librarian to work with staff to build capacity in the implementation of the deep learning framework.
- Continued focus on the Early Years Framework, in particular play-based learning.
- building capacity of staff in the familiarization and implementation in the new K-2 English and Mathematics Syllabuses.
- Building capacity of staff to embed Aboriginal and Torres Strait Islander perspectives across the curriculum.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The "Tell Them From Me" survey of parents showed that the vast majority were extremely positive and appreciative of the school's efforts in the areas of teaching and learning as well as in the area of social development. Parents positively commented on the school's focus on student well being and on academic initiative, such as Gifted Education and the use of technology.

Parents were supportive of the school's academic, social and emotional programs, as well as the focus on Child Protection units each term. Parents indicated that the school has excellent communication procedures regarding organisation as well as information regarding their child/ren's academic and social development.

The parents were also very appreciative of the school's processes in response to the COVID crisis. Parents were overwhelmingly positive about the home learning opportunities provided by the school, communication, pastoral care and commitment to provide academic opportunities during home learning. Parents were also very excited about the completion of the building works and the opportunities being provided for students and the wider community.

Student satisfaction

The "Tell Them from Me" student survey indicated that students had a very high satisfaction rating of the school in all areas. Overall, students spoke positively of the efforts of the school to engage them at their level on learning. They enjoyed flexible groups, Mathematics and Writing extension. The students also were very positive of the specialist teachers in PE, Music/Drama/Dance and Library.

Representative and recreational sporting activities, though limited in 2021 due to COVID restrictions, were also enjoyed by students. Students reported feeling safe at St Therese's and feel the school proactively addresses anti-bullying, through classroom lessons, lunch clubs and the use of "quiet" areas that are available at lunch and recess.

Students felt that their teachers and staff at school, helped them through all the changes due to COVID, while still creating an exciting, welcoming and enjoyable school environment and home learning opportunities.

Teacher satisfaction

The "Tell Them From Me" staff survey indicated a high level of staff satisfaction in their involvement in the direction of the school, the executive team and future directions.

Staff mental health, well being and faith formation continued to be a focus in 2021, with a focus on collegial activities to reconnect staff during COVID restrictions. Faith Formation was offered to staff each term to reflect on their own faith journey and develop a deeper understanding of their Faith commitment.

Staff expressed a feeling that professional learning opportunities were relevant and built their capacity to target the needs of their students. Staff also expressed an appreciation of the school's commitment to staff mental health and well being, through a very difficult year, due to COVID.

Overall, there was a very high satisfaction rating by staff.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$5,127,934
Government Capital Grants ²	\$326,309
State Recurrent Grants ³	\$1,423,830
Fees and Private Income ⁴	\$1,022,268
Interest Subsidy Grants	\$1,704
Other Capital Income ⁵	\$344,733
Total Income	\$8,246,778

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$159,997
Salaries and Related Expenses ⁷	\$5,208,813
Non-Salary Expenses ⁸	\$2,077,078
Total Expenditure	\$7,445,888

Notes

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

END OF 2021 REPORT