

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Patrick's Primary School

213 Northcote Avenue, SWANSEA 2281

Principal: Peter Green

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

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## About this report

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St Patrick'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.

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## Message from key groups in our community

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### Principal's Message

The vision of St Patrick's Catholic Primary School is for all in the school community to be aware of and to make use of the gifts that God has given them. The school's staff strives to provide a loving, caring and supportive environment where students are encouraged to grow in faith and to develop to their potential within a Catholic community. The school promotes in students a sense of integrity, a respect for truth and an open mind. The school endeavours to promote a strong sense of belonging in an atmosphere which recognises the important role that staff, parents and grandparents play in the education of the students. I proudly recommend our school to you as a vibrant and dynamic learning environment devoted to the children we serve.

### Parent Body Message

We may have been living through unsettling times this year, but as a parent, I was grateful that the care and connection maintained by the staff throughout this time was stabilising. The transition into online home learning in Term 3 was smooth and the transition back to school in Term 4 one of care. Thank you to the staff for all the extra work involved in delivering a wonderful and diverse online home learning package.

The P&F was dissolved in Term 2 in order to trial a Parent Engagement Group (PEG) that has been introduced by the CSO as an initiative for schools seeking greater collaboration and connection between the school and the parent community. The PEG model has enabled a stronger emphasis on an educative component in the meetings, in an attempt to encourage more parents to engage with their children's learning.

The staff facilitated four very informative educative sessions for the parents:

1. How do we teach reading and what texts do we recommend for home reading?
2. Student wellbeing at St Patrick's
3. Gifted education at St Patrick's
4. Teaching Mathematics

Thank you to the wonderful staff at St Patricks, and especially to Peter Green, who will be greatly missed.

## Student Body Message

2021! Well, we must say that resilience was the key for this year. We started the year with high hopes with plans to go to camp, fun leadership opportunities and high school orientations. But then COVID-19 hit! Everything was cancelled and home learning was the new trend, and we found ourselves in lockdown for almost a whole term. However, we pushed forward and, with restrictions eased and face-to-face learning recommencing, we have become more resilient.

The Year 6 students have been at St Patrick's for seven years. We are very proud of our school and its reputation in the community. Many of our Year 6 students competed in Tournament of Minds, and our win in the regional competition took us to the State Final. Our excursion to Blackbutt Reserve was the best (well, the only) excursion this year. Another highlight was the Year 6 Big Day Out at Caves Beach, where we had lessons in surfing and boogie boarding. Our swimming carnival, our athletics carnival and our school cross country were very enjoyable, and the year finished with a very emotional graduation ceremony for the Year 6 students.

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## School Features

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St Patrick's enrolls students from Kindergarten to Year 6. It is one of three schools within the Parish of Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale. Most of the school's students transition to high school at St Mary's Catholic College, Gateshead.

St Patrick's Catholic Primary School was opened on Tuesday 29th January 1952 on the site in Wood Street where McDonalds now stands. The school was established by the Sisters of St Joseph of Lochinvar, and the founding principal was Sister Virgilius Perkins. The Josephite charism is manifested in their approach to ministry, and is expressed through words such as "roll-up-your-sleeves", hospitality, practicality, ordinary, being with, simplicity, humility, no fanfare, and serving God in the neighbour. The staff of St Patrick's is called in Christ to live this mission of Jesus in our vocation as teachers in a Josephite school.

During this year, the parent body voted in favour of a Parent Engagement Group (PEG) to replace the Parents and Friends Association (P&F). The PEG model focuses on supporting authentic family engagement in student learning to strengthen the partnership that exists between home and school. Under the PEG model, the parents continue to work collaboratively with the school in an effort to achieve the best possible outcomes for the students, as they have done for many years under the umbrella of the P&F.

During 2021, COVID-19 curtailed opportunities for the students to participate in a number of representative academic and sporting endeavours. Likewise, the school's excursion program was all but cancelled. As vaccination rates increase, we hope and pray that 2022 will allow us to offer the full range of academic, cultural and sporting opportunities.

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## Student Profile

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### 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
83	58	10	141

\* 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 93.05%. 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
93.23	92.15	94.62	91.82	93.89	94.58	91.09

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	22
Number of full time teaching staff	9
Number of part time teaching staff	6
Number of non-teaching staff	7

### 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

The staff participated in a faith formation day at which we were challenged to view science and faith as complementary ideas that can enhance one another.

Maree Pittaway facilitated a professional day on Mathematics. We explored “big ideas”, we investigated the use of “number talks”, and we began a review of our current scope and sequence.

Sally Brock presented a day on gifted education, at which we developed procedures for the identification of gifted students. Our primary focus was on the use of data, including CogAT, PAT, NAPLAN, class assessments, student interviews and teacher checklists.

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## Catholic Identity and Mission

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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)

Our Opening School Mass in February gave us an opportunity to ask for God's blessing on our school year and to induct our student leaders into their roles. At our Ash Wednesday liturgy, COVID restrictions disallowed the signing of ash on each student's forehead. A photograph of every student and staff member was displayed in a prominent place in the liturgical space. Each person approached their own photograph and marked it with ash, signifying their intention to use this Season of Lent to discern ways in which they might grow closer to Jesus. The reverence with which everybody took part in this ritual was surely a reminder that the Holy Spirit was at work among the members of our school community. Our Holy Week liturgy and our Catholic Schools Week liturgy were opportunities to reflect on the passion, death and resurrection of Jesus, and to pay tribute to the pioneers of Catholic education in Australia, in particular Mary MacKillop, the founder of the Sisters of St Joseph who established our school in 1952.

Once again, the Feast of St Patrick was a highlight of our year. Amongst the fun and games was a commitment from the school community to support both Caritas Australia and Rare Cancers Australia with a donation of \$265.00 to each of these charities. Our Mini Vinnies team led these initiatives, as well as the St Vincent de Paul Winter Appeal. The Winter Appeal attracted donations of many toiletry items which were packaged into packs that were distributed to people in our local area who need a helping hand. Our Catholic Mission appeal focused on raising the students' awareness of the work that Catholic Mission is doing with the Good Shepherd Sisters of Thailand. On the day of our Socktober appeal, our students wore colourful socks, they made "sock balls", and they used their sock balls to play games of

soccer, just as many of the Thai children do who are cared for by the Good Shepherd Sisters. On this day, our students' donations totalled \$198.00.

This year, St Patrick's undertook a Catholic Identity Validation, a process whereby the school's compliance in five areas is evaluated: Faith Life, Catholic Culture, Formation, Social Justice and Religious Education. While the school is compliant in all five areas, the recommendations arising from the validation have provided us with very useful data as we develop our School Improvement Plan for 2022.

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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, 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

During the first semester we built on the work that we began in 2021 in the area of writing. During the second semester we switched our primary focus to Mathematics, in particular the embedding of Number Talks into each teacher's daily practice, and the clustering of topics into "content clusters".

The staff's professional learning continues to be driven by the research of Dr Lyn Sharratt ('Clarity: What Matters Most in Learning, Teaching and Leading'). The staff's professional learning has combined both a "top-down" approach under the leadership of the Catholic Schools Office, and a "bottom-up" approach whereby our teachers have collaborated between schools and within our own teaching staff to develop, monitor, communicate and evaluate our professional development plans.

Our weekly Professional Learning Team (PLT) meetings, which we commenced in 2020, continued to provide our teaching staff with a forum in which to share their wisdom and to plan, monitor, evaluate and embed schoolwide practices based on Sharratt's 14 Parameters.

A number of agreed practices have become embedded in our teaching from Kindergarten to Year 6. Learning intentions, co-constructed success criteria and bump-it-up walls are used to ensure that all students know what they are going to learn and what an improved performance will look like. A case management approach has enabled our teachers to pool their wisdom in determining appropriate ways of addressing students' learning needs and of improving student performance. Learning walks and talks have provided opportunities for the principal and selected students to discuss and reflect upon one aspect of the student's learning, to evaluate their progress, and to discuss what they must do in order to improve.

Our focus on using data walls to focus on the growth and achievement of every student continues to drive our professional development agenda.

In 2021 a Gifted Education Mentor was appointed to St Patrick's. Our main achievements this year have been to implement procedures for the identification of gifted students which have focused on the triangulation of data gathered from CogAT, PAT, NAPLAN, class assessments, student interviews and teacher checklists.

During the year, the interactive whiteboards in all of the classrooms were replaced by touchscreens which offer a brighter, more colourful, higher definition image without the problems of shadowing and projector glare. The focus of the Years 5 and 6 "Bring Your Own Device" (BYOD) program continues to be the pedagogy for developing the competencies for living in society in the 21st century - not the device itself. Those competencies include computational thinking, critical thinking, communication, collaboration, creativity and digital citizenship.

## 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	55%	54%	0%	11%
	Reading	70%	55%	0%	10%
	Writing	70%	53%	0%	7%
	Spelling	60%	50%	0%	13%
	Numeracy	30%	37%	10%	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	36%	35%	7%	14%
	Reading	43%	41%	7%	11%
	Writing	29%	20%	7%	18%
	Spelling	36%	38%	0%	14%
	Numeracy	21%	29%	7%	14%

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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 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](http://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

This year we implemented a number of agreed practices across the whole school in regard to establishing rules, expectations and routines with the students, building connections within each cohort, and developing rapport between the teachers and their students. In the first two weeks of the school year, time is set aside for team building activities; joint construction of class rules; negotiation of systems for rewarding good behaviour; outlining consequences for inappropriate behaviour; and explicit teaching of the Zones of Regulation.

Through our Positive Behaviour For Learning (PBL) framework, we continue to promote safe, respectful and responsible behaviour. We continue to focus on student wellbeing by facilitating fortnightly wellbeing afternoons which have a dual focus: PBL and You Can Do It (YCDI). The purpose of our wellbeing afternoons is to develop a positive, safe and supportive learning culture where the explicit teaching of the five 'keys to success' will enhance the social and emotional wellbeing of our students. These 'keys' are highlighted with visual displays on the playground and fortnightly YCDI awards.

Throughout Term 2, the Stage 3 students took part in a social education program . . . Top Blokes for the boys and Girl Talk for the girls. While the focus for the boys was on developing resilience, empathy and respect for themselves and others, the girls covered topics related to positive body image, body changes and self-esteem. The feedback that we received from both the students and their parents was very positive.

Students who struggle to maintain healthy relationships with their peers are offered a variety of social skills programs either as individuals or in small groups. These programs, which are run as the need arises, aim to build social and emotional competencies in students.

Our celebration of NAIDOC Week included traditional games of Aboriginal and Torres Strait Islander people, the creation of a mural, and opportunities to listen to Dreaming stories of the Awabakal people.

Our school community values its relationship with the residents in our neighbouring aged care facility, Tenison Apartments. COVID-19 restrictions forced us to cancel our visits to the residents this year, although the students have initiated various 'acts of kindness' that have lifted the spirits of the residents while allowing us to maintain physical distancing.

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## School Improvement

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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

1. Our staff's shared commitment to researching, implementing and evaluating best practices in teaching writing were embedded into our pedagogies this year, and led to significant improvements in our NAPLAN results. For both Year 3 and Year 5, we recorded our highest mean score in Writing since 2015. Our Year 3 Writing results were above the state, national and diocesan mean scores. Our students achieved similar results in spelling, grammar and punctuation.
2. We have developed and implemented procedures for the identification of gifted students which have focused on the triangulation of data gathered from CogAT, PAT, NAPLAN, class assessments, student interviews and teacher checklists.
3. We implemented the Successful Foundations action research project which supports the positive transition to school of Kindergarten children. With a focus on open-ended play, the project provided the children with the opportunity to actively demonstrate their funds of knowledge, to build relationships and to become familiar with the context of the school.
4. COVID restrictions have afforded us new opportunities for meeting and collaborating which have enabled us to manage our time more efficiently.

### Priority Key Improvements for Next Year

1. Development of individual formation plans for staff which will draw on Accreditation to Work, Teach and Lead requirements, personal interest areas and career aspirations formation.

2. Embedding of “big ideas” into the school’s Mathematics scope and sequence by clustering topics and substrands.
3. Ongoing collection and analysis of data and plotting students on data walls and Learning Progressions.
4. Differentiation of Mathematics investigations for gifted learners.
5. Use of assessment tools to align teaching to the needs of the students and to ensure that our teaching is driven by data that will enable us to monitor student progress.
6. Professional learning to be prioritised for the teaching staff on the teaching of Mathematics.
7. Teachers to meet regularly in their professional learning teams to ensure that shared wisdom allows a consistency of best practice in the teaching of Mathematics.

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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, 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

#### Results of "Tell Them From Me" survey of parents (Term 4 2021):

The parents see the small school as an advantage because it is able to offer a nurturing environment where the students and their families are known by every staff member. They also commented on the opportunities for students to proceed to representative levels in a variety of sports. The ASPIRE program, which offers opportunities in the creative arts, was also seen as a strength. The staff members are seen as very friendly and approachable, and there was positive feedback on the school's approach to managing and promoting positive behaviour. The parents are impressed with the way in which the home-based learning programs were managed during the COVID lockdown.

The issue of job sharing in classes was seen as a disadvantage, with several parents expressing the view that a single teacher responsible for teaching a class would provide greater consistency. Suggestions for sustaining the partnership between the school and the parent community included continuing the open communication with parents, with perhaps more frequent and detailed communication about their children's academic and social/emotional progress.

### Student satisfaction

#### Results of "Tell Them From Me" survey of Years 4 to 6 students (Term 4 2021):

- 93% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 91% of our students report that they have friends at school they can trust and who encourage them to make positive choices.
- 89% try hard to succeed in their learning.
- 87% do not get into trouble at school for disruptive or inappropriate behaviour.

On a 10-point Likert scale:

- The students rated as 8.6 that “teachers are responsive to their needs and encourage independence with a democratic approach.”
- The students rated as 8.2 that “important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.”
- The students rated as 8.1 that school staff emphasise academic skills and hold high expectations for all students to succeed.
- The students rated as 8.2 that “classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.”
- The students rated as 7.5 that they feel they have someone at school who consistently provides encouragement and can be turned to for advice.

### Teacher satisfaction

The teachers completed the “Tell Them From Me” survey in Term 4 2021. In all eight drivers of student learning – Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement - the teachers rated St Patrick’s higher than the mean score for the other schools in the region.

In all four dimensions of classroom and school practices - Challenging and visible goals, Planned learning opportunities, Quality feedback and Overcoming obstacles to learning - the teachers rated themselves higher than the mean score for the other teachers in the region.

All of the teachers either agree that there is a shared sense of responsibility amongst staff for the faith life of the school, and that social justice initiatives within the school have a distinctive Catholic purpose and are underpinned by Catholic Social Teaching.

There is consensus among the teachers that our professional development agenda in 2022 should focus on:

1. Play-based learning beyond Kindergarten.
2. Clustering of Mathematics topics into “big ideas”.
3. Developing agreed practices in differentiation of teaching to enable all students to succeed.

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## Financial Statement

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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:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,785,331
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$495,648
Fees and Private Income <sup>4</sup>	\$275,459
Interest Subsidy Grants	\$11,795
Other Capital Income <sup>5</sup>	\$103,253
<b>Total Income</b>	<b>\$2,671,486</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$44,710
Salaries and Related Expenses <sup>7</sup>	\$1,940,163
Non-Salary Expenses <sup>8</sup>	\$529,647
<b>Total Expenditure</b>	<b>\$2,514,520</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 2021 REPORT