



2021

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Mr John Barton

Web: www.olssdbb.catholic.edu.au

About this report

Our Lady Star of the Sea 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 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

The 2021 school year presented with the challenges of COVID-19, and although this created some barriers, the school sought to overcome these and received excellent feedback in managing the various difficulties faced. A comprehensive and quality Home Learning Program allowed students to remain engaged in their learning, along with giving parents a first hand look at how their child learns and the difficulties they may sometime face. The partnership between school and home was a significant strength of the school in 2021.

Like all communities, the school was innovative and adapted quickly to the ongoing challenges. We were conscious of the families that were under both financial and time issues when it came to home learning. Programs were adjusted, parents consulted and all steps were taken to minimise the pressure of home life.

The school also adjusted procedures to limit parent physical access to the site according to NSW Health restrictions, with drop-off and pickup procedures adjusted on a number of occasions to meet these protocols. Our parents were both supportive and understanding of the challenges at hand.

Our Catholic Life and Mission adjusted also, with online Liturgies and Masses occurring for Mother's Day, Father's Day and other events as needed. Live streaming was utilised often to allow parents to remain connected during the difficult periods which was reflected positively in Parent feedback.

The school also continued to support outreach and Mission programs with many initiatives providing opportunities for students to reach out to others. We were able to conduct some of our regular work with our 'Mini Vinnies' group holding a Christmas appeal, mufti days for various charities, along with liturgies to pray for individual causes around the world.

I hope you will find the 2021 Annual Report to the Community, an informative and useful insight into our 2021 school year. I trust it provides you with a comprehensive view of what makes Our Lady Star of the Sea at Terrigal, a unique and thriving educational setting.

Parent Body Message

The Parents and Friends and the Parent Advisory Council faced another year of significant restrictions in its operation, due to COVID-19. Meetings were limited throughout the year as the community struggled with the ongoing restrictions and challenges of the Pandemic. The Fair By The Sea, the major fundraising event for the school and Parish, was cancelled for the second year in a row, which was disappointing after so many meetings and groundwork

completed to make the event a success. The online Raffle was the only component of the Fair which was able to still go ahead.

Through these challenges however, the needs of the school and in particular the needs of the students, were always at the forefront of our decision-making process. Events such as the Swimming Carnival, Athletics Carnival and a Mother's Day Liturgy, which are all key events attended by parents, still managed to take place around the restrictions. Parents were both understanding and supportive of the school and the manner in which they had to meet the protocols set by NSW Health and the Diocese of Broken Bay.

The financial support of the Parents and Friends within the school was unwavering. As a result of past fundraising and events, new interactive whiteboards were purchased for the school at a cost of nearly \$18,000. These have proved to be an invaluable asset to the classrooms that were without this essential technology. Along with this donation, another \$2,500 was spent on additional reading books for the library, a combination of story books and reading sets for classroom literacy sessions.

Some initial discussions took place around the restructuring of the Parents and Friends Group and the Parent Advisory Council, with a view to critique their effectiveness and the ways we could make the groups more attractive to the working families across the school. This will be further explored in the 2022 school year.

As always, the commitment and the enthusiasm of parents in our community at Star of the Sea was clearly evident. Parents assisted where they could, contributed by whatever means were possible and met the demands of the Pandemic head on with enthusiasm and understanding. As we come out of this period of restriction for the past two years, the parents of the school look forward to re-establishing and further strengthening our vibrant community and return to being actively engaged in the life of the school and Parish.

Student Body Message

Just when we thought our school might be returning to normal, COVID 19 continued to affect our school year. The senior students however, took any opportunity we could to exercise our leadership and set a good example for our school. Somehow we still managed to get down to Canberra for our big excursion, just before the lockdowns hit again. Unfortunately for Year 5, they were unable to take part in their Leadership Camp, but they understood the reasons why it was not possible.

The senior students also carried out their role as 'buddies' to the younger students with great enthusiasm. Some of us will continue in our role in the following year because we have become so close to our new friends.

Our Swimming and Athletics Carnivals were great fun and we were so lucky they were still able to go ahead. Although our parents were not able to come up to the school as much as

normal, they did get to see a lot of what we do with our Home-based Online Learning Program. Our parents became teachers for a while which was interesting but we were happy to eventually get back to school and our normal classes.

Our Graduation Mass, along with Canberra, was the highlight of our year. It was a tough year but one we will remember for so many reasons.

School Features

Our Lady Star of the Sea Catholic Primary School Terrigal is a Catholic systemic coeducational school. It is three stream K-6 with a fourth stream class in the current Kindergarten cohort. The school serves Catholic families from Terrigal and surrounding suburbs within the boundaries of the Terrigal - Erina Parish. The school opened in 1979 in the heart of Terrigal, opposite the Skillion and The Haven, before moving to its current site on Serpentine Rd, Terrigal. Its rural setting and strong educational outcomes make it a sought after school on the Central Coast. As such, the school maintains a strong enrolment demand through its reputation and success within the wider community.

Although 2021 saw restrictions in place on parent physical access to the school (due to COVID-19), the parents of the community remained supportive and engaged in the life of the school. A Parent Advisory Council operates, as a branch of the Parents and Friends (P&F) Association. The role of each of these bodies will be reviewed in 2022, to ensure we are meeting the needs of the community.

The school has a set of core values as they relate to curriculum, policy and practice. Belonging, Faith, Mission, Learning and Respect are the values are often referred to and permeate life at Our Lady Star of the Sea: We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child, individualise their learning, and build on the important work of their parents to reach their full potential.

As a school, we embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future. We don't however, merely measure our success in purely academic terms. Learning in our community is characterised by nurturing the growth of the whole child: mind, spirit and well-being. We strive to instil gospel values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 239 | 299 | 28 | 538 |

* 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 2022. 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 2021 was 95.78%. 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 |
| 96.72 | 96.37 | 95.53 | 95.92 | 95.71 | 95.31 | 94.87 |

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

| | |
|------------------------------------|----|
| Total number of staff | 44 |
| Number of full time teaching staff | 16 |
| Number of part time teaching staff | 19 |
| Number of non-teaching staff | 9 |

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: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 staff at Our Lady Star of the Sea were engaged in four (4) Staff Development Days throughout the course of the year. The professional learning was as follows:

Day 1: Overview of the year ahead / Child Protection requirements / Mathematics Assessments

Day 2: Home-Based Learning preparation / setting up procedures for parent communication

Day 3: Catholic Schools Broken Bay combined Staff Development Day- Towards 2025

Day 4: Handover of student data to incoming teacher / 2022 Program preparation

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

As a Catholic community, the school shares in the mission of the local church. The school participates in the Diocesan focus on pastoral mission in which Bishop Anthony Randazzo invites the Catholic community "to be given the power to be witnesses to Christ, and to become His missionary disciples". The school participates in the vision of Catholic Schools Broken Bay to provide "authentic Catholic education delivered with care and compassion" and to engage its purpose of "inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be" (CSBB Towards 2025).

The school seeks to educate and form young people in the Catholic faith. The school provides 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.

Catholic School Broken Bay is in the process of developing a new K-10 Religious Education Curriculum. As part of a renewed focus on early learning, K-2 children will now experience a new curriculum based on their particular ways of learning. Centred on key Scripture stories of the liturgical cycle and elements of the Mass and sacraments, children will experience

wonder and awe as they engage in a sensory way with hands-on materials. Children in Early Stage 1 are using the new curriculum in 2022. Teachers in years 3-6 will begin engaging with the new primary syllabus and some units will be trialled in the second half of 2022.

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.

Visits to the local nursing homes as part of our outreach program to the local community was put on hold during COVID 19. It is hoped that this initiative will be reinstated in 2022.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. Despite the restrictions, imposed by the COVID-19 situation, there remained a strong parish school connection and faith life of the school in 2021. The school continued to celebrate a number of class-based and school-based liturgies and masses in COVID safe ways.

A significant initiative was the continuation of the 'Jack Costa Awards for Catholic Life and Mission' after long serving parishioner and friend of the school, Jack Costa. The coinciding annual Rosary procession in October (which had been inspired and established by Jack as an annual event), continued, albeit with COVID-19 adjustments. The occasion included nominees for these awards presented by our parish priest, Father Vince Casey.

The school also provided many opportunities for each grade to visit the Church and spend time with our Parish Priest, Father Vince Casey. These were great opportunities to build on learning experiences in the classroom and parish school connection.

Among others, aspects of Catholic Life and Mission, our school consolidated its work with Mini-Vinnies. This small outreach group represented the school at a number of events within the St Vincent de Paul Society, and organised events such as the Winter and Christmas appeals, Project Compassion initiatives and Catholic Mission Initiatives (Socktober). Such projects are accompanied by learning which fosters children of being missionary disciples, who walk hand-in hand with their brothers and sisters in need.

Curriculum, Learning and Teaching

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

The curriculum within the school is supported by a multi-faceted approach to learning through Information technology, individualised learning, learning support assistance for those students with learning difficulties and a highly skilled teaching staff. It was within this context that the school reviewed each of these components to critique their effectiveness and examine scope for future development.

Assessment was a key focus for 2021, particularly in light of COVID 19. Staff created modified formative assessments to ensure learning could be monitored during the Home Learning Period. These had obvious limitations in that they were conducted in the home environment, so additional assessments were created for when the children returned to school to provide data for future planning. Staff were able to quickly adjust to HBL and use Zoom, See- Saw and Google Classrooms to engage directly with students in a variety of ways to work remotely.

The EMU (Extending Mathematical Understanding) intervention groups continued in 2021, although modified, with mathematically vulnerable students in Year 1 and Year 3 receiving support to improve conceptual understanding in the number strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

In 2021 the school aimed to provide learning programs appropriate to the individual needs and abilities of all our students. A Learning diversity coordinator was appointed to work with staff to ensure individual, group and whole school successes and achievements. The learning support team continued to focus on intervention programs for all levels. Extension opportunities were designed and facilitated for gifted and talented students.

The Learning diversity team worked on the following with staff:

- Providing evidence of accountability and academic rigor
- Expanding a collaborative whole school approach to teaching and learning

- Integrating 21st century teaching and learning practices
- Providing learning programs to address the differing needs of all students
- Providing professional learning opportunities, highlighting evidence-based programs

Digital learning is a significant strength of the school with the BYOD Program operating in Years 5 and 6, and a transition to school based devices occurring in Years 3 and 4. 2022 will see the final year of the BYOD Program in operation before the school adopts to a fully school based approach to educational devices.

Striving to close the nationally recognised fall in NAPLAN results from Years 3 to 5 in Reading, the school have introduced Lexile reading assessments. Student growth is monitored throughout the year and their Lexile level allows teachers to choose reading material that more closely matches the needs of students. Though interrupted due to HBL the introduction of Lexile levels has provided ongoing reading assessment data (along with other formative assessments) for Teachers in Grades 3-6.

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 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 74% | 54% | 0% | 11% |
| | Reading | 69% | 55% | 0% | 10% |
| | Writing | 81% | 53% | 0% | 6% |
| | Spelling | 55% | 49% | 0% | 13% |
| | Numeracy | 58% | 36% | 0% | 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 | 49% | 35% | 5% | 14% |
| | Reading | 47% | 40% | 4% | 11% |
| | Writing | 29% | 20% | 5% | 18% |
| | Spelling | 41% | 38% | 11% | 14% |
| | Numeracy | 39% | 29% | 4% | 15% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

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 2021.

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 2021.

Initiatives promoting respect and responsibility

During 2021, the school continued with its very successful 'Kids Matter' Program which promotes respect and responsibility. Each week there is a focus on a specific aspect which is taught and highlighted across the school, both in the classroom and at whole school assemblies.

The senior students in the school are considered key leaders in the student body and are given responsibilities to reflect this expectation. Leading school assemblies on a weekly basis, welcoming visitors to the school and leading the 'Buddy' system with the younger students were examples of this responsibility in action.

A key focus for 2021 was the senior students leading the school tours for parents. This occurred at our Open Evening in March and with the parents of newly enrolled students. While this initiative had been in place previously, much preparation took place with the students to highlight presentation, perceptions of our school, and the importance of providing key information. The school received tremendous positive feedback and for many parents, a key factor in enrolling their child in the school.

Respecting each other as individuals was given a key focus in 2021. Inclusion in games, taking turns and accepting each other's ability in a game were consistently highlighted and acknowledged with the children. This again was seen in action during the Year 6 trip to Canberra.

Weekly awards continue to be distributed to ensure the areas of respect and responsibility are kept at the forefront of our school.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

As part of a renewed focus on early learning, key preparation for the implementation of the K-2 Syllabus was put in place. This involved the creation of new resources for the K-2 children to experience a new ways of learning about scriptural stories through a 'hands-on' approach. Centred on key Scripture stories of the liturgical cycle and elements of the Mass and sacraments, children will be able to experience wonder and awe as they engage in a sensory way with hands-on materials.

Support structures for the resourcing and implementation of Reading was given priority in 2021. The Literacy Pro Program was purchased as an additional resource to support the development of comprehension in students across the school. This resulted in a renewed enthusiasm and challenge for many students as they improved their reading fluency and ultimately, their understanding of what they were reading.

Through the review of the Kindergarten Orientation Program, teachers created a more refined and targeted approach to understanding the incoming students. At the conclusion of each orientation day, the team met to discuss individual students, identify areas of concern, and begin the tasks of creating class lists with balanced needs for the year ahead. The daily review process was a key school improvement for the 2021 school year.

Priority Key Improvements for Next Year

The implementation of the RE Curriculum for children in Early Stage 1 will be a key improvement priority for 2022.. Teachers in Years 3-6 will begin engaging with the new primary syllabus and some units will be trialled in the second half of 2022 with a view to improving student outcomes in the knowledge of their faith.

The Collaborative Coaching Program will be the major focus for the school in 2022. Significant funding, resourcing and support will be provided from both Head Office and the school to improve teacher performance in Literacy and Numeracy to improve student outcomes. This program will be given priority at all times throughout the year to ensure teachers have the opportunity to dialogue, plan and implement key strategies to improve their capacity as an educator.

Discussions took place in 2021 to raise the profile of other subject areas outside Literacy, Numeracy and Sport. Science was identified as an area to afford greater resourcing to provide opportunities for students to excel, with a particular focus on the gifted students in this subject. Science Week in Term 3, 2022, will be a key approach in this renewed focus.

Community Satisfaction

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

Parent satisfaction

Consultation with parents regarding Online Learning was a key focus for 2021. Parents were surveyed and consulted on a number of occasions to test the effectiveness of the program and seek input to further improve its application. Parents indicated they were extremely happy with the support the staff were providing to students in terms of the learning but also offered some very useful advice to further improve the platform. This consultation continued throughout the year and will be utilised again in the event that the Home learning Program may need to be re-introduced.

Parents were also consulted regarding the new approach to one-on-one conferences with the teacher in the first week of the school year. The feedback indicated a clear support for the new approach as it allowed parents to meet the teacher early in the school year and communicate their hopes and concerns around their child's performance. Teachers also appreciated the opportunity to meet with parents and gain an understanding of their child's needs for learning for the year ahead.

Student satisfaction

Due to the COVID-19 pandemic, the 'Tell Them From Me' survey did not take place in 2021. As a result however, the students were continually consulted throughout the Home Learning Program to ascertain their engagement and satisfaction with the Home Learning Program. This was carried out through feedback with the classroom teacher online, along with parent consultation for the younger students. Students were overwhelmingly happy with the format of the learning with again offering some very useful suggestions to improve communication and accessibility of the learning activities.

The Leadership Group of students were met with regularly to hear ideas and suggestions, along with any concerns that may be arising in the student body. This group indicated a clear satisfaction with their school, particularly in areas of Home Learning, community building activities and wellbeing structures that had been put in place for students.

Teacher satisfaction

Consultation to determine staff satisfaction is an ongoing component of communication within the school. Staff were surveyed and opinions and feedback were sought at staff meetings and Staff Development Days around reporting to parents. This resulted in some key changes to the reporting format along with the structure of comments provided in the semester reports.

Staff were also consulted on other key areas across the school including staff meeting formats, approaches to programming and the Home Learning Program. This latter resulted in an ongoing review and modification of Home Learning throughout the year to both meet the needs of the students and ensure staff satisfaction and wellbeing goals were being met.

The school is undertaking a major building program in 2022 which will include classrooms and breakout learning areas. Staff were consulted on what they saw as the key needs of the school and these were incorporated into the draft plans. They will have further opportunities for input when the finalised plans are returned to the school for comment.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

| Recurrent and Capital Income 2021 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$4,085,453 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$1,105,935 |
| Fees and Private Income ⁴ | \$1,463,861 |
| Interest Subsidy Grants | \$1,649 |
| Other Capital Income ⁵ | \$0 |
| Total Income | \$6,656,898 |

| Recurrent and Capital Expenditure 2021 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$83,750 |
| Salaries and Related Expenses ⁷ | \$4,962,202 |
| Non-Salary Expenses ⁸ | \$1,563,636 |
| Total Expenditure | \$6,609,588 |

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