



# 2020

## ANNUAL SCHOOL REPORT



### Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Mrs Sue Host

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

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## About this report

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Our Lady of Perpetual Succour 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](#).

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## Message from key groups in our community

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### Principal's Message

OLPS is a welcoming and inclusive small Catholic Primary school (K-6) in the quiet leafy suburb of West Pymble. Our caring and passionate teachers work alongside parents to educate and nurture our students to reach their full potential. This was particularly evident during the COVID-19 March/April lockdown when OLPS implemented Home-Based Learning where parents, students and teachers utilized technology to provide continuity of learning. Despite the many restrictions placed upon the OLPS community in 2020, our wonderful, vibrant community managed to stay connected with each other in the true spirit of OLPS.

In 2020, the whole community engaged in a process to develop a new vision and mission statement. It is our vision that OLPS will be recognised as a welcoming and contemporary Catholic school where our innovative learning environment prepare students to be future ready for secondary school and life beyond. The mission statement articulates how the vision is realised. It is the mission that all members of the OLPS community work together to provide a learning environment which:

Offers a nurturing environment where committed and passionate teachers prioritise student's social and emotional well-being.

Lives our shared values of love, compassion, courage and joy as we welcome all families with a diversity of backgrounds to join our Faith filled school.

Promotes future focused and deep learning experiences that prepares students for success in a changing world.

Supports opportunities for every child to be challenged to be their very best.

The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2020. This year we have focussed our learning on an inquiry approach to Spelling and Deep Learning - where curriculum learning is taken into real life situations. Positive Behaviour for Learning (PBL) continues to strengthen across the school with students developing behaviours that enable them to reach their potential in all areas of development.

It is an honour to serve our students, staff and parents at OLPS.

Sue Host

Principal

## Parent Body Message

2020 has certainly been a year we won't forget in a hurry. However, it has shown us how strong and resilient our school community is.

We kept our 3 objectives from 2019 for our P&F team this year:

1. To build community within the school.
2. Supporting parent engagement in our children's learning.
3. Raising funds for the school.

However, once Covid spread worldwide we decided to put a pause on raising any funds in 2020 and focused on objectives 1 & 2.

Our communication and engagement had to be re thought and re imagined but we felt throughout the year we were able to connect with our community via the below key events:

- New parents night
- P&F meetings via Zoom
- Guest speakers via Zoom
- Fortnightly videos from the P&F Presidents to the school community
- Virtual trivia afternoon – via zoom

All of the above events were about connecting and keeping our unique school community engaged. We were fortunate to have money saved in our P&F account from previous years of fundraising we were able to provide funds to the school which helped in the laying of a synthetic pitch which has been warmly received by the school community.

Looking toward 2021 the P&F intend to:

- Continue to investigate grant fund opportunities
- Openly communicate with our school community
- Engage with key speakers on topics parents are interested in receiving information and resources.
- We will endeavour to promote the resources of our Diocesan Parent Council (DPC).

We look forward to another rewarding and engaging year.

### Student Body Message

Our school is a small caring environment that allows us to know and interact with everyone. The teachers always ensure our safety.

Our learning environment is very well set out, we have good classrooms and that gives us a good learning experience. We have all the necessary supplies. Our teachers are loving and caring and encourage students to try our best and to be on our best behaviour. At school we love how we can take control of our own learning in somethings as well as being guided in others. This helps us show maturity while not letting us just slack off. We enjoy how we learn especially when we can see it for ourselves and touch and experience it. We enjoy how we are given opportunities to work in groups as well as work by ourselves.

Our school has extra curriculum activities such as guitar, band, tennis and drama. At our school you can always talk to teacher and tell them something with full trust that they will help you. At OLPS we all have good friends and we enjoy all that it offers.

OLPS Students

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## School Features

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The School is a small primary school in the North Shore Cluster of the Broken Bay Diocese. Founded by the Mercy sisters in 1962, this year the School had an enrolment of 133. There are six classes catering for students from Kindergarten to Year 6. The site is secluded from the road and consists of a variety of buildings including a building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses three classrooms and a further three classrooms are contained within spacious demountables scattered on the site. At the beginning of 2021, there will be significant improvements to the Kindy, Year 1 and Year 2 learning spaces to better support contemporary learning practices.

The playground is certainly one of the most endearing features of the School with a beautiful bush setting and interesting layout. An all-purpose level playing field with a shade shelter, an undercroft area for ball games, handball courts and new synthetic grass area meets the needs for student active play. The whole site has made use of all spaces that have been designed to meet the needs of the children. A playful learning space includes a climbing frame, a sandpit, a mud kitchen and slippery dips.

The onsite Before and After School care serves the school community very well and it is run by Catholic Care.

The School draws on the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara and Ryde. Families are hard-working people who value a Catholic education for their children and expect a high standard of teaching. They support the needs of their school in a myriad of ways and display a high degree of trust in the teaching staff and the Diocesan system. The Parents and Friends Association is very active and is well supported by the community. The School Advisory Council consists of a group of parents, teachers, leadership and a wider community member advice to the principal on important whole school decisions and steer school improvement. Local systematic schools such as Mercy Catholic College and St Leo's Wahroohga are feeder schools for OLPS along with St Pius X College.

The School's present Parish Priest Fth Boguslav, is a Salvatorian priest originally from Poland, whose assistant, Fth Chris, is also a fellow Salvatorian. School families have a high level of involvement in the parish life. Children's Liturgy is well attended each Sunday. Parish family Masses are well attended with parents being closely involved. A very high percentage of students are involved in the Parish Sacramental Program.

Children at the School flourish in a small nurturing school environment. Senior students are articulate, confident and responsible learners who exercise leadership providing them with a strong foundation for future learning and well-being. The School offers a rich and diverse range of educational experiences. Children, parents and staff are welcomed into the 'OLPS

family' and develop a strong sense of belonging to a faith community where Jesus is central and the Catholic traditions are learnt and celebrated.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
68	65	20	133

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy 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 2020 was 96.16%. 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
96.40	96.69	95.05	96.40	96.20	96.01	96.38

### 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 School Review and Development (SRD) 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 (password required).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	16
Number of full time teaching staff	5
Number of part time teaching staff	8
Number of non-teaching staff	3

### 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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

- Whole school intensive Literacy focus with the main learning around spelling and supporting student learning in this area. This was also underpinned by instructional coaching and instructional walks.
- Home-Based Learning - exploring how, the expectations and use of Zoom. This experience led to establishing a weekly update of student learning for parents.
- RenewRE - employing 'Sweeter than Honey' strategies to deepen students' understanding of Scripture.
- School improvement plan - goal setting and direction from marketing survey (Resonate).
- Further formal study commenced by the REC - Master of Educational Leadership.

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## Catholic Identity and Mission

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to 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.

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.

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.

Our Catholic faith is embedded in all that we do at the School. Our school motto 'With Love We Grow' mirrors the greatest commandment of love, and this love is encouraged in the everyday actions and words of staff, students and community members.

The community often joins together to celebrate with liturgy and prayer. Each morning we meet to pray together and ask God to keep us safe and inspire us in our learning. At assembly, our Year 6 leaders lead us in prayer, thanking God for what has been provided. Classroom prayer is a daily occurrence, and students are provided with an opportunity to practise a variety of prayers and to pray in different ways. Despite restrictions placed on us throughout the COVID-19 pandemic, students have engaged in whole school Masses and Liturgies, both in person and via technology from our classrooms. Our school community has continued to maintain strong relationships with the Pymble Parish through this challenging time, with students regularly attending weekday Parish Masses and sacraments of both First Reconciliation and First Eucharist being celebrated.

Throughout 2020, our school community have engaged in significant social justice initiatives. We continued our involvement with *The Dish*, supporting the homeless and needy people in our local area. We supported *St Vincent de Paul* through their Winter Appeal by collecting over 700 cans of food products to support the appeal. We also contributed to their Christmas

Appeal by donating food goods to create hampers for families in the lead up to Christmas. In November, our community participated in Mission Week activities through *Socktober* which saw the students engaging in social justice initiatives through the use of their heads, hearts and hands by researching about children in developing countries, and making our own soccer balls as the children did. The students donated money to participate in a penalty shoot out activity, experimenting with kicking our handmade balls and comparing to our store bought balls that we take for granted in our school playground.

This year our staff have continued a journey of renewing our commitment to our Religious Education teaching and to inspiring creative and in depth responses from our students through deep learning of our scriptures. The staff engaged in professional learning surrounding *ReNew RE (Religious Education)* both internally and through the Mission Services Team at the Catholic Schools Office. Staff have continued to explore teaching strategies from the *Sweeter Than Honey Summit* and have focused more deeply on fewer scriptures in the classroom, having one focus scripture and exploring the meaning, context and messages from this scripture in depth. In 2021, OLPS will take part in a ReNew RE Professional Learning Community to further enhance this approach in our school.

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## Curriculum, Learning and Teaching

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

In 2020 there was a significant focus on Literacy and support student learning in this area. A new teaching and learning approach to Spelling was initiated across the school. This approach is inquiry-based and focuses on developing a word-conscious culture by promoting students' thinking about how words work and to notice patterns in words. They develop an awareness of the five spelling strategies to use when attempting to spell words. These five spelling strategies are used by all students K-6 to embed a common language across the whole school. Through thinking and talking about words, and making connections between words, students' understanding is deepened so that they are not relying on a process of memorisation. The aim this year was to develop the students' understanding and awareness of this approach and the strategies adopted. The words that were selected to be explored were drawn from students' writing and from the shared texts that were used in reading. Teachers were strongly supported with this new approach, through professional learning and resources. The instructional coaching cycle and instructional walks were other high-yield strategies that were also employed. The instructional walks provided evidence of the development of student understanding and their ability to apply this to their writing and reading.

RenewRE was another new approach to teaching and learning that was implemented this year. It draws from the 'Sweeter than Honey' strategies that are used to engage students in a more critical, creative and prayerful encounter in Scripture. Units of learning were developed by teachers K-6 with the focus on deepening students' understanding of one particular Scripture, though the use of the 'Sweeter than Honey' strategies.

Home-Based Learning played a significant role in teaching and learning during late Term 1 and half of Term 2. Students quickly adapted to this new form of learning and easily slipped into the Zoom modes of instruction and protocols. The use of 'SeeSaw' and 'GoogleClassroom' greatly assisted this process and made Home-Based Learning possible. The students developed many skills in using learning technologies and solving problems independently. The students' metacognitive skills and strategies were also strengthened during this time.

New Pedagogies for Deep Learning (NPDL) continued throughout the year, even with the restrictions of COVID 19. The methods of sharing this learning with different people and communities differed this year but creative solutions were found. Kindergarten published their unit 'Paddock to Plate' in a book and Stage 3 made a virtual film that showcased their learning about significant people from the colony titled 'Night at the Wax Museum'.

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## Student Performance in Tests and Examinations

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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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

### 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 2020.

### 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 2020.

### Initiatives promoting respect and responsibility

Positive Behaviours for Learning (PBL) has continued to be strengthened this year. Our three school rules; Love of Learning, Love of Self and Others and Love of Place closely link with our motto 'With Love We Grow'. Our rules highlight the way that the message and example of Jesus is present even in our behaviour management system. The implementation has provided a common, respectful and positive language for all members of our community. Staff are committed to helping students understand what is expected of them at school and explicitly teach each of the rules and the expectations in weekly lessons. The framework allows acknowledgement of positive behaviours.

2020 saw the implementation of the new Personal Development, Health and Physical Education K-6 and the integration of the Bounce Back program which links closely with both PBL and the Social Emotional Learning (SEL) continuum. In 2020 students have had explicit experiences and learning around the five SEL core competencies of Self Awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making. As we continue to build strong and resilient 21st century learners, we will remain focused on creating an environment which builds the skills of collaboration, resilience and emotional understanding. Our senior leadership model also promotes respect and responsibility within our school environment. Students in all years demonstrate pride in representing the school both in the school grounds and at external events. The model, which provides leadership opportunities in a range of capacities, allows students to demonstrate independence and promotes student agency. Teams work together to create change and make the School a better environment for all.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies 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

**Mission:** 3-year goal: To deepen student understanding of discipleship through scripture.

In 2020, students in Year 3 -6 demonstrated responses on Religious Education assessments reflecting a deeper knowledge of the scriptures and Jesus and their role as a disciple.

**Teaching and Learning:** 3-year goal: To develop independent and creative learners who are motivated to achieve their maximum potential.

In 2020, students demonstrated an increased awareness and use of spelling strategies when writing as well as a developing love of words and word consciousness. Evidence includes Instructional Walks, student work samples and student surveys.

New Pedagogues for Deep Learning is a framework to situate teaching and learning. Students focus on personally and collectively meaningful matters and develop the six global competencies of character, citizenship, collaboration, communication, creativity and critical thinking. Some significant learning products in 2020 include:

- the creation of a website to preserve of a historical house in West Pymble
- a kindy book for the library on where our food comes and food conservation

**Pastoral Care:** 3-year goal: To embed a whole school PBL framework to strengthen student wellbeing and learning.

Based on the Tiered Fidelity Inventory 2020, OLPS implementation PBL average score was 87%. As evidenced in the student survey in Term 4, 2020, 83% of students were able to state the three school rules.

In 2020, there were many school improvements to facilities including reburishment to the junior girls and boys toilets, leveling and resurfacing the assembly area and main verandah, installing synthetic grass to the bush area and laying pavers to create an alternative pathway from Grayling Rd through the bush area.

### Priority Key Improvements for Next Year

In Mission, we seek to deepen student understanding of discipleship through scripture. In 2021, students will be able to articulate a connection between scripture, action and discipleship through their engagement in social justice initiatives.

In teaching and learning there will continue to be a focus on New Pedagogies for Deep Learning with an expectation that all classes will engage in a Deep Learning unit every Semester with an emphasis on developing global competencies. In Literacy, K-Yr 6 students will be independent, reflective writers who can express themselves creatively and employ effective writing skills.

The school is seeking improvements to existing learning spaces to better support contemporary learning practices consistent with Broken Bay principles. This will be achieved in the permanent building block with a refurbishment that will create three large teaching spaces, divided by an operable wall and a wet area. This new space will house Kindy, Year 1 and Year 2.

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## Community Satisfaction

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

### Parent satisfaction

Through the Family Survey conducted by Catholic Schools Broken Bay, the parents acknowledged their high level of satisfaction in:

- support by the school in response to the COVID-19 crisis.
- school response to specific students Home-Based Learning needs.
- the safe return to face to face learning for students following the Home-Based Learning period.

Through the Home-Based Learning survey the parents acknowledged their high level of satisfaction in:

- access and use of technology (eg, Seesaw, Zoom, Google Classroom).
- communication between parents and staff.
- structure and consistency of the learning through uncertain times.
- feedback from teachers to students.
- the speed at which Home-Based Learning was introduced and successfully being engaged with.

### Student satisfaction

Through the Tell Them From Me (TTFM) survey, the students acknowledged their high level of satisfaction in:

- participation in extracurricular activities, particularly from boys.
- positive relationships with friends at school that they can trust.
- students feeling safe at school.
- clear rules and expectations for classroom behaviour.
- high expectations from staff for all students to succeed.

## Teacher satisfaction

Through the Tell Them From Me (TTFM) survey, the staff acknowledged their high level of satisfaction in:

- staff collaboration.
- providing a positive learning culture for students.
- inclusivity of the school for learning and social needs.
- parental involvement.

Through the Home-Based Learning survey the parents acknowledged their high level of teacher satisfaction in:

- upskilling and using technology more effectively.
- maintaining student wellbeing through Home-Based Learning.
- maintaining student learning outcomes through Home-Based Learning.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,424,291
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$398,380
Fees and Private Income <sup>4</sup>	\$479,985
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$99,785
<b>Total Income</b>	<b>\$2,402,441</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$58,155
Salaries and Related Expenses <sup>7</sup>	\$1,624,686
Non-Salary Expenses <sup>8</sup>	\$735,662
<b>Total Expenditure</b>	<b>\$2,418,503</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 2020 REPORT