



# 2022

## ANNUAL SCHOOL REPORT



### Our Lady of the Rosary Catholic Primary School

92 Glennie Street, WYOMING 2250

Principal: Mr Bernard Cumming

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

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## About this report

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Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can 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

On behalf of our staff, I would like to extend to you and your family a very warm welcome to Our Lady of the Rosary (OLR) Catholic School at Wyoming, a school community within the wider Catholic community that is Wyoming Parish.

OLR prides itself on having a welcoming and supportive environment. Our school is a vibrant learning community supported by quality teaching and innovative technology; outstanding facilities and grounds; a parental partnership which plays a key role in our success; and a focus on the wellbeing of our students, our staff and our community.

Whilst at the beginning of 2022, there were still some restrictions in place, these were soon lifted and the school could return to some normality, after two years of the implications of Covid.

We expect that after seven years of schooling at OLR, our students will demonstrate skills in organisation, getting along with others, persistence, resilience and confidence. As a Catholic school, our priority is to support the faith journey of each of our students.

### Parent Body Message

2022 saw a return to normal programming post Covid Lockdowns and the Parent council returned with aplomb.

The year started with our welcome BBQ, which was a wonderful chance to reconnect after two years of relative isolation. It was wonderful to see our school community come together. The parent council was able to organise the easter egg raffle, which all our children enjoyed. The Mother's and Father's Day Stalls are a wonderful event that our children love, always taking great joy in choosing the "perfect" gift from those on display.

A Trivia night was our main fundraising event this year, and would not have been possible without the hardwork and dedication of our volunteers. The efforts and community that is built through such events enriches our school, and makes for a better community for our children. The support of local businesses in our fundraising efforts was much appreciated, and an excellent night was had by all.

The children enjoyed the social events organised by our parent council, including two discos. It was wonderful to see the children enjoy the school after hours. We are grateful for the time and effort of our parent council executive, both in organising and coordinating parent volunteers that allow these events to happen.

The school held a color run in Term 3, which the children enjoyed immensely. This was funded by the parent council to give all our children a fun day after two very long and disruptive years.

I would like to take this opportunity to thank the parents of our school who have contributed to our efforts. Without your support the school experience would be less rich. We are grateful to be a part of this wonderful community.

### **Student Body Message**

2022 was a good year for OLR. Even though we had Covid restrictions at the beginning of the year, this didn't last too long and then we could return to our usual activities.

We had great fun at our Swimming Carnival, Athletics Carnival and Cross Country Carnival. We were again able to have our school discos and we had two discos and the children who attended had great fun.

A highlight of the year was our inaugural Colour Fun Run. It was an exhilarating event with lots of parents involved and the kids had a fantastic time.

It was the first year for a while that we could have Mothers' Day, Fathers' Day and Grandparents' Day where we welcomed all these groups to our school.

It was a honour to be OLR School Captains for this year. 2022 was a wonderful yera as we finished the year with a great community event which was our Christmas concert.

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## School Features

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Our Lady of the Rosary Catholic School is a Catholic systemic co-educational school, part of Catholic Schools Broken Bay.

Our Lady of the Rosary Catholic School was established by the Sisters of St Joseph in 1978.

Our Lady of the Rosary Catholic School is a Catholic Systemic co-educational school, administered by Catholic Schools Broken Bay. Our Lady of the Rosary Catholic School was established by the Sisters of St Joseph in 1978.

The School caters for students from Kindergarten to Year 6 (K-6) across fourteen classes and is part of the Our Lady of the Rosary Catholic Parish. Enrolments are drawn from many suburbs on the Central Coast, although predominately our families are drawn from North Gosford, Wyoming, Narara, Niagara Park and Lisarow.

A brand new building with contemporary indoor and outdoor learning areas, along with extensive greenspaces all contribute to the wellbeing of all the children, and play a vital part in their learning success.

The school enjoys an excellent reputation as a community with high quality learning and teaching practices within an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in the community so that each may contribute to building a better world.

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## Student Profile

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### Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
183	178	71	361

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2022 was 86.90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
88.50	88.10	87.50	87.10	86.00	85.20	82.90

## Managing Student Non-Attendance

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

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

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

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

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	31
Number of full time teaching staff	15
Number of part time teaching staff	8
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The



following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

It was great that Catholic Schools Broken Bay developed a new Charter in 2022. One purpose of the Charter is to articulate what schools in the diocese of Broken Bay believe.

In June, staff participated in our Annual Staff Spirituality Day. The staff spent the time reflecting on the Charter, and how the Charter will take an important role in the life of our school. This day was held at the St Joseph's Spirituality and Education Centre at Kincumber

The staff held a number of twilight sessions after school to become familiar with the new English and Mathematics syllabus that will be introduced in 2023.

Staff also gathered at the end of Term Two for a diocesan wide Staff Development Day. The staff joined with all other staff from Catholic Schools Broken Bay for a wonderful day looking at the Goals of the 'Towards 2025 Strategy'. We were fortunate to hear inspiring words from our Bishop Anthony, along with social researcher Mark Mcrindle and Catholic educator Sally Egan.

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## Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

OLR is a faith filled community that inspires our students both in heart and mind to know Christ, to love learning and to use their talents to be the very best they can be. Our vision is to provide the students of Our Lady of the Rosary, Wyoming with an authentic, professional Catholic Education, delivered with care and compassion.

Our school Motto; Alive and Aware supports students in understanding the challenges of an ever changing world and the God-Given uniqueness of each individual. This is evident through the rich liturgical life the students are exposed to while at school.

We offer opportunities to engage in Liturgical celebrations, morning prayer, Whole School and Grade Masses and Reconciliation Liturgies during Lent and Advent. The Sacramental program enables home, school and parish to work together. Children from OLR received the Sacraments of Reconciliation, Confirmation and First Holy Communion this year. The parish

sacramental programs are supported through the school by regular communication with parents and carers.

Religious Education (RE) is a key learning area taught in all classes K-6. Prayer is part of daily school life for students, parents and staff. The Religious Education learning and teaching programs have a strong scripture focus, which is supported by the use of effective techniques such as Biblical Micrography, Godly play, Illuminated Text, Visio and Lectio. These techniques allow the students to delve deeply into the scripture to better understand the scripture and its meaning for their lives. RE lessons are enriched with thinking routines and learning opportunities catering for all academic levels. Students are able to make their thinking visible as well as illustrate their knowledge, analysis and connections to the content of our outcome-based curriculum.

In 2022 Kindergarten students piloted the new Religious Education syllabus and next year we will begin to share this with the rest of the school beginning with Year 1. Students will have the opportunity to explore their faith with the overarching aim of: 'Inspiring Hearts and Minds to know Christ and Love Learning'. The methodology is based upon the work of Maria Montessori and Sofia Cavalletti. It is a carefully prepared, rich learning environment that caters for the individual student's developmental stage: the typical order of learning runs from body to heart to mind.... from the concrete to the abstract. The primary goal of the curriculum is to bring each student into closer intimacy with Jesus.

Social justice continues to be a key focus at OLR. The school has participated in fundraising for Caritas, St Vincent De Paul and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs. The newsletter contains frequent input from the Principal and Religious Education Coordinator that supports and explores the Catholic worldview, a Gospel reflection and prayer to support Feast days and other key initiatives.

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## Curriculum, Learning and Teaching

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

The School 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.

OLR honours its commitment to quality Catholic education through its provision of high quality educational programs by which each child is enabled to reach their full potential.

OLR challenges every student in a supportive learning environment and values each student's different abilities. We acknowledge that students learn in different ways, therefore learning programs must contain different options for learning. A wide range of support is provided for students who need assistance with learning academically and socially, and academic strengths are challenged during classroom learning. The Learning Support Team at OLR continued to assist the teaching staff in meeting the diverse needs of students. We consulted with students, their families and specialist services to understand individual needs, and to determine the adjustments required. The Learning Support Team collaborated with teaching staff to develop and deliver a variety of programs and intervention.

A specialised Learning Support Teacher continued to work at OLR throughout 2022 and implemented a variety of intervention programs that address key outcome growth for targeted students. Students were provided with the opportunity to participate in the UNSW ICAS assessment programs in the areas of Science, Computer Skills, Writing, Spelling, English and Mathematics. Many students participated in the Premier's Reading Challenge. A significant group of Years 5 & 6 children participated in the Newcastle Permanent Maths Competition. Opportunities were provided for our more able students in Science and Maths. Children participated in Maths Olympiad and Maths Games, conducted by The Australasian Problem Solving Mathematical Olympiads (APSMO). APSMO is a not-for-profit, professional organisation that offers a range of mathematical competitions for students aged from around eight to 14. The programs are unique in that they focus on the students' ability to solve

mathematical problems in a creative manner - as opposed to simply reaching a solution using a prescribed method.

We are looking forward in 2023 to begin 'Collaborative Coaching'. This is a wonderful initiative of Catholic Schools Broken Bay when teachers meet each week with a mentor teacher to look specifically at an aspect of learning for each child. Whilst we do this informally now, this is a more formalised process.

## Student Performance in Tests and Examinations

### NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	65%	52%	4%	12%
	Reading	63%	54%	7%	11%
	Writing	57%	50%	7%	7%
	Spelling	48%	48%	13%	15%
	Numeracy	36%	34%	7%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	26%	31%	7%	14%
	Reading	46%	39%	13%	11%
	Writing	30%	25%	11%	18%
	Spelling	39%	37%	9%	14%
	Numeracy	17%	25%	17%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

The school takes a Positive Behaviour for Learning (PBL) approach as a basis for all pastoral care, and has clear procedures and processes for communicating behaviour expectations, and associated consequences to students, staff and parents. This consistency has impacted on student wellbeing positively, indicating a safe, welcoming and orderly learning environment. Each student's individuality is valued and nurtured, their unique skills and talents respected and acknowledged. A teacher has a designated role as the Pastoral Care and Wellbeing Coordinator to ensure this area within the school has a high profile.

The school effectively uses communication strategies, including social media platforms, to inform and engage parents in the daily life of the school.

Each term the school has a 'Wellbeing Week' where a special focus is placed on activities that promote the Wellbeing on the students, parents and staff. These activities often includes special prizes for the students, and a Coffee-Van for the parents and Staff.

Parents and Carers are invited and involved in many activities at school. This leads to a sense of connection, welcome and belonging being initiated and encouraged.



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## School Improvement

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

### Key Improvements Achieved

As educators in a Catholic School, the staff looked at the new Diocesan Charter, clarifying our role as teachers in a Catholic school. We implemented the new Religious Education syllabus that commenced this year with Kindergarten, and into 2023 with Year One.

Much professional Learning time was spent on deepening our knowledge of the new Mathematics and English Syllabus that will be implemented in 2023 and 2024.

We were grateful to CSBB for many improvements around the school, and for upgrading the Cary Street Carpark. This doubles as a playground for the children during the day, and parking for Mass on the weekend. Although there were some delays due to the pandemic and the rain, we are looking forward to making use of these improved facilities at the beginning of 2023.

### Priority Key Improvements for Next Year

2023 will see our school continue to work on our Catholic Schools Broken Bay Towards 2025 Goals. We are again looking forward to connecting with other colleagues within Catholic Schools Broken Bay through working parties, and the combined Staff Learning Day at the end of Term Two.

During 2023, a new syllabus in English and Mathematics will be introduced in Kindergarten to Year 2. We will continue to embrace this new syllabus. We will also start exploring the new Year 3 - Year 6 English and Mathematics syllabus that will be introduced in 2024.

In 2022, Kindergarten engaged in a new Religious Education syllabus. This will continue, with Year One also using the new syllabus.

In 2022, the staff were exposed to the new Catholic Schools Broken Bay Charter. Further exploration of this document will occur in 2023.

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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

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.

Parents acknowledge the school is friendly, supportive and community oriented. Attendance at school events such as liturgies, Masses, assemblies and sporting events indicate a high level of interest and involvement by parents and carers. Award assemblies are always extremely well attended. Special events such as Mothers' Day, Fathers' Day and Grandparents' Day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading groups and also sporting events. This extra help and support is highly valued by the staff.

In 2022 we continued to enrol a number of students from surrounding schools. Some of the elements of OLR which are regularly highlighted by parents are the caring approach to students, the welcoming environment, the high expectations we have of students, as well as the well-equipped learning spaces.

Enrolments continue to grow with a third Kindergarten class for 2023.

### Student satisfaction

Student satisfaction is very apparent at OLR. Students always demonstrate respect and tolerance of each other and their satisfaction is obvious through their involvement with others and school activities.

Students believe OLR is a positive learning climate where everyone is expected to succeed in their learning.

The students of OLR are very proud of their school. The learning undertaken is highly valued. Friendships and the social groups formed here at OLR are extremely positive and a good foundation for lifelong connections.

The continuation of our leadership program for senior students continues. In 2022, more Leadership opportunities were provided for Year 6 students, including Vice-Captains and Sports Captains. The modelling of this provides excellent formation opportunities for our younger students. Leadership positions are seen as important and a worthwhile goal for which all children strive.

### Teacher satisfaction

The teaching staff are committed, highly motivated professionals. The collegiality of the staff is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage children to always do their best.

The staff are open to professional learning opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

Staff pray together on a weekly basis and support each other in an inclusive and pastoral manner.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,859,231
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,024,852
Fees and Private Income <sup>4</sup>	\$1,020,384
Interest Subsidy Grants	\$15,072
Other Capital Income <sup>5</sup>	\$1,557
<b>Total Income</b>	<b>\$5,921,098</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$75,938
Salaries and Related Expenses <sup>7</sup>	\$3,494,458
Non-Salary Expenses <sup>8</sup>	\$1,984,806
<b>Total Expenditure</b>	<b>\$5,479,265</b>

### Notes

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

END OF 2022 REPORT