



2022

ANNUAL SCHOOL REPORT

ANNIVERSARY



St Gerard's Catholic Primary School

543 North Rocks Road, CARLINGFORD 2118

Principal: Mrs Barbara Yee

Web: www.sgddb.catholic.edu.au

About this report

St Gerard's 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2022 promised a relatively stable start to the school year as COVID restrictions eased. Our community was slowly welcomed back into the school and opportunities were arranged for parents and carers to be involved at the school. The transition was well planned, and cautious steps taken. What was not foreseen, was the impact staff and student illness due to COVID had across the community. Student and staff absences were high. This was exacerbated by the teacher shortage and the lack of supply of casual staff.

In Term 2, St Joseph's embarked on a program of Collaborative Coaching for teachers. This initiative, developed at a system level across the Diocese of Broken Bay,

School Features

St ; YfufXig Catholic Primary School Carlingford is a Catholic systemic co-educational school that is part of the Parish of Epping and Carlingford. The school caters for boys and girls from Kindergarten to Year 6. The school was founded in 1964 by Sisters of Mercy with three

Student Profile

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
151	139	97	290

* 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 90.90%. 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
91.00	89.90	91.40	91.50	89.40	92.60	90.70

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	12
Number of non-teaching staff	4

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

involved in PL opportunities during the year related to improving student

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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

Staff built upon the great work in 2021 with learner diversity remaining a priority. 2022 saw staff ensure support was provided to students in a range of formats including small group instruction. Learning support specialists and class teachers collaborated to provide specific learning support and help students achieve their learning goals. Gifted learners were also catered for with the staff Diverse Learning leaders involved in creating stimulating and challenging learning experiences for these students.

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 GWCC'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

for percentages

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

St ; YfufXig took part in World Kindness Day in November. Classes took time out from their usual routine to look at what kindness looks like and examine how the world can be improved with extra acts of kindness each day. Class teachers made their own choice about additional activities to share from kindness pages to

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

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

In information from the Tell Them from Me (TTFM) November 2022 the survey indicated that parents are interested in their children's learning. Parents report that that teachers have high expectations for their children to succeed and that teachers take account of their ~~VX]XfYb'ig~~ needs, abilities, and interests. Parents acknowledge that school staff take an active role in making sure all students are included in school activities. The survey indicated that parents feel that teachers help students develop positive friendships. Parents believe that behaviour issues are dealt with in a timely manner and that their children feel safe at school. Parents report that children feel included at school and are treated fairly. Parents identified that there are strong links with the parish 'UbX' that the school is clear in promoting our Catholic Mission. Parents believe that the school contributes to the development of their ~~VX]XfYb'ig~~ values and beliefs. Parents acknowledge that they contribute to their ~~VX]XfYb'ig~~ spiritual development by engaging with the school events, liturgies, Masses and special celebrations as well as encouraging families to engage with the Parish.

Student satisfaction

In information from the Tell Them from Me (TTFM) November 2022, the survey indicated that the majority of students indicated that they are interested and motivated in their learning and feel challenged in English and Maths. Students reported that ~~'ja dcfU~~ concepts are taught well, class time is used efficiently and classroom learning activities are relevant to their everyday lives. Students felt that teachers are responsive to their needs and that teachers emphasise learning and expect all students to succeed. Students understand there are clear rules and expectations for classroom behaviour. Students widely acknowledged that they have friends at school they can ~~trust indicated~~ encourage them to make positive choices. Students indicated that they feel safe

Financial Statement

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.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,170,405
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$577,637
Fees and Private Income ⁴	\$1,229,909
Interest Subsidy Grants	\$20,743
Other Capital Income ⁵	\$1,342
Total Income	\$4,000,037

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$170,059
Salaries and Related Expenses ⁷	\$3,072,264
Non-Salary Expenses ⁸	\$1,359,739
Total Expenditure	\$4,432,004

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.

