



CATHOLIC SCHOOLS
Broken Bay

2021

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Mr Michael Gallagher

Web: www.skmvdbb.catholic.edu.au

About this report

St Kieran'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 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 first half of 2021 was a welcomed return to what was a close to normal school year following the interruptions of COVID-19 in 2020. We were soon able to welcome parents onto the school grounds as well as invite members of the wider community to events such as Open Day and the Playgroup which started during the year in the Parish Hall. The School Improvement Plan was prepared with some clear plans for work in data analysis, co-teaching in Literacy and Numeracy and social justice. This all changed at the end of Term 2 as we went into lockdown.

Teachers did an amazing shift to Home Based Learning, providing students with quality learning tasks, albeit delivered online and through Zoom lessons. Through regular evaluation, parent feedback and innovation, teachers continued to adapt the learning experiences as time went on. The care and compassion demonstrated by the teaching staff was outstanding.

I would like to express my sincere gratitude to the school community for the way the staff, parents and students supported each other during what was a very challenging year. I wish the St Kieran's community great success in the coming years and thank everyone for their support over the past five years.

Parent Body Message

The parent body at St Kieran's was hoping that 2021 would see the end of lockdowns and home-based learning. Just as life was returning to what we would consider normal, school returned to home-based learning in the middle of the year.

The Parents and Friends Association (P&F) was planning some key social events following parents not meeting regularly on the playground, through the parish or at sporting events. Fortunately, only a few weeks before lockdown, the P&F hosted a cocktail evening, allowing parents to dress up, something many had not done for some time. The evening was a great success!

After coming out of lockdown in Term 4, the P&F regrouped to look at ways in 2022 to rebuild as a community and to hopefully have a better year socially. Many events have already been planned for next year before the end of this school year.

Fundraising did not occur to any great extent during 2021. No big projects were earmarked and with many families impacted by the pandemic and work, fundraising was not even

considered. We hope that 2022 gives us more opportunities to be involved in the life of the school that we missed out on in 2021.

Student Body Message

2021, a year nobody will ever forget. Full of ups and downs, twists and turns. Even though we have had very little time in our wonderful school space, the teachers did a magnificent job to fit in everything they could into our very limited time at school. They organised our swimming and athletics carnivals, school camps, assemblies, graduation for Year 6 and so many more activities. Over this difficult year of challenges, all of our teachers have put in a tremendous effort making home based learning engaging and interesting for all students of our school. The teachers have been so creative during our time in lockdown and have come up with multiple activities and challenges for us to participate in. We all enjoyed our time in home based learning because of how engaging the teachers made it for all students. We are so grateful for how much time and effort the teachers put into making this crazy year an amazing one for everyone. Coming back to school meant that all students were able to connect with their classmates and teachers once again. We are thankful for those who have put in so much work to make all students of our school enjoy this unforgettable year!

School Features

Over the past five years, St Kieran's has gone through a refurbishment plan that has seen every regular classroom upgraded. All classrooms have now been given new carpet, air-conditioning, LED lighting, acoustic-quality wall panels and fresh paint. This has been largely due to the generosity of the parents and their fundraising over the years. The school is now in a place where a cyclical maintenance plan is followed to keep the classrooms modern and equipped with the latest technology.

During the 2021 school year, we saw the establishment or continuation of many extra-curricular programs that included junior and senior band, junior and senior science club, drama and coding. Unfortunately, many of these paused once lockdown began but some managed to restart towards the end of the year.

The initial lockdown of 2020 strongly impacted the involvement of parents in the school. For most of 2020 and into 2021, parents were unable to be onsite. Many parent education activities were either cancelled or moved online. Parents and Friends meetings were cancelled or conducted online too. There was a great urgency to reconnect our community in 2021, both socially and through parent education opportunities. Fortunately, in between the easing of restrictions and the new lockdown half way through the year, the Parents and Friends committee was able to host a cocktail evening that was very well attended. This managed to give the parent community a greater sense of connection during the remainder of the year. In the final Parents and Friends meeting of the year, plans were underway for opportunities during 2022 to gather regularly as a school community.

The School Advisory Council was still able to meet to provide support and feedback to the school during the challenging year. This parent body, with the support of the parish priest, is a sounding board for new ideas, reviewing customs and practice and discerning important decisions that will impact students and their families. The support of this group was crucial in providing advice to the school leadership throughout the year.

Many school events and traditions sadly were missed or had to be adapted because of the pandemic. Representative sporting opportunities were all but cancelled, although the athletics carnival took place only a couple of weeks before lockdown. School camps and excursions were cancelled or reorganised to single day activities. Public speaking competitions were unable to continue as well as the debating contest between St Kieran's and the other parish school. Some of the transition program for new Kindergarten students was moved to Zoom gatherings, but fortunately we were able to have the children and a parent onsite for the last two sessions. Hopefully, 2022 will provide opportunities for many of these events to begin once again.

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
116	118	32	234

* 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 96.65%. 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
97.77	97.32	96.47	96.00	96.57	96.08	96.33

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	25
Number of full time teaching staff	13
Number of part time teaching staff	6
Number of non-teaching staff	6

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

Many professional learning opportunities were planned for 2021. While many of these took place in the first half of the year, some were missed out on or postponed to later in the year. A major focus was to be on the collection and analysis of assessment data, particularly in Mathematics and Literacy. A twilight evening in mid-Term 1 gave staff the opportunity to analyse data from the Mathematical Assessment Interview conducted at the start of the year. Other meetings looked at analysing NAPLAN data and the reading and comprehension assessments held in Term 4. The second twilight session in Term 4 focused on compliance requirements such as First Aid, CPR, asthma and anaphylaxis.

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.

Catholic Identity and Mission permeates all aspect of life at St Kieran's Manly Vale. Our Catholic identity is built on the events and celebrations of the liturgical year. Liturgies and Masses are prepared and lead by all teachers and children. In this way we build the knowledge and capacity of the entire staff and student population to prepare Masses and liturgies. Links between parish and school are nurtured by including parishioners in school Masses such as Ash Wednesday. Holy Week and Easter celebrations were prepared and lead by students and their teachers. Liturgies included Scripture, hymns, dramatic plays, heartfelt prayers, Visual Arts and prayers of petitions from the children. Catholic Identity and Mission is well supported by the priests from the Order of St Augustine. These men work with the parish schools building a Catholic community across the parish and school.

The explicit teaching of Catholic traditions and Catholic Social Teaching also contributes to Catholic identity and Mission. They are reflected in our teaching programs such as Lent to Easter and Mission modules. Opportunities such as Project Compassion, Vinnies Winter Sleep Out and the Christmas Hamper Collection have given students the chance to put into

practice the Service Learning Model - Head, Heart and Hands. Staff Prayer is planned and is organised on a rotation basis with every teacher preparing and leading a staff liturgy.

The meaningful exploration and application of the Gospel message is evidenced in teaching programs, on the walls of the classrooms and prayer tables and displays. The activities of the students also reflect the messages of the Gospel and the Mission of the Church. The school's behaviour policy, based on Choice Theory, lends itself to talking about behaviour through the eyes of the Gospel. An Inquiry Model of teaching and learning and Cultures of Thinking strategies make learning visible and dig deeper into the meaning of the Scriptures, applying their messages to the lives of the children. During Term Three the staff of both school and parish worked to care for the wellbeing of students, families and each other. Teachers contacted families regularly to check in on their wellbeing. Care packages were sent to the parish and through it all the Parish Sacramental program and Parish Masses continued online.

During Term Four, Early Stage One teachers undertook Professional Development in the philosophy and praxis of the new Religious Education Curriculum. In 2022, Early Stage One and Stage One will commence teaching and learning experiences afforded by the new program. A specifically prepared Religious Education classroom has been prepared to facilitate the roll out of this new program.

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.

During 2021 the school continued its implementation of the 2020-2022 SIP Goals. There was a strong focus to ensure that all students would demonstrate at or above expected growth in a range of assessments and this meant that Professional Learning was planned to analyse and explore the data presented across a range of assessments.

Analysis of the mathematical assessment data enabled the identification of vulnerable students in Year 1 and these students were supported through the Extending Mathematical Understanding program.

The continuation of the focus on co-teaching in Mathematics was also planned for 2021. Further professional learning on the structure of a Numeracy Block was planned as well as effective teaching and learning strategies in Mathematics. Teachers were asked to identify an area in which they wished to develop further pedagogical content knowledge. Cycles of co-teaching were then planned, taught, and evaluated with the teachers.

In Literacy, professional learning focused on the purpose and structure of Literacy Progressions. Reading strategies and practices were also explored further.

Unfortunately, COVID-19 resulted in the school going into lockdown for all of Term 3 which meant that much that was planned for Professional Learning couldn't eventuate and the co-teaching cycle was disrupted during this time.

It was during Term 3 when the school was forced into lockdown that the teaching and learning approach shifted to Home Based Learning. Technology that supported this approach was the use of Google Suite for Grades 3-6 and See Saw for Grades K—2.

During Term 4, once the school emerged from lockdown, much of the professional learning was effected via communication of the Weekly Memo with some professional learning sessions returning. The focus for this was the introduction of the new K-2 Syllabi in English and Mathematics. This was shared with all teachers K-6. Aspects of both syllabi were explored and the implications for teaching were examined. The Religious Education Coordinator worked specifically with teachers of K-2 through a series of online workshops, to

look more closely at the new K-2 Religious Education Syllabus and the implications of that for student learning.

The Learning Support (Learner Diversity) Program continued to support students, whether support was needed to access the curriculum or students required extension through challenging programs. Grade and Learning Team Meetings were held in order to analyse student data and decide on the support or program required for individual students. Staff completed the online NCCD Disability Modules and professional learning focused on the moderation of NCCD students.

We continued the Robotics in-school program for all the grades throughout 2021.

Extra-Curricular activities for the students continued with the opportunity to be involved in the Junior or Senior Band as well as Drama Club. An after-school program for Robotics was also available during 2021 for students wishing to participate. Lockdown during Term 3 resulted in the cancellation of the planned school musical.

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	81%	54%	0%	11%
	Reading	86%	55%	0%	10%
	Writing	76%	53%	0%	6%
	Spelling	78%	49%	0%	13%
	Numeracy	70%	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	50%	35%	3%	14%
	Reading	60%	40%	7%	11%
	Writing	27%	20%	13%	18%
	Spelling	50%	38%	7%	14%
	Numeracy	20%	29%	3%	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

St Kieran's only has two school rules; Safety and Respect. From these two words, all the other behaviours and expectations are derived. The safety rule is in place for the protection of all those in the St Kieran's school community, whether it be in the way we move through the school or the way in which we consider the right for others to feel safe. The respect rule also recognises the right for others to be treated fairly and how you would be expected to be treated by others. It reminds us that we need to treat ourselves with respect, in the way we speak to others or even the way in which we dress.

Choice Theory is a behaviour management strategy that recognises that all behaviour is acted out to meet a need, and that at times the wrong behaviour is chosen. The approach in Choice Theory is not to punish, but rather to support the student in reflecting on what they were attempting to gain by behaving in a particular manner, what the outcome was and then how might a different behaviour work better in the future. This approach allows students to reflect on their behaviour, how to make better choices in the future, and how to maintain respect towards others while acting in a responsible manner. It aligns with the Gospel values of forgiveness, reconciliation and treating others how you would want to be treated.

St Kieran's has always promoted social justice amongst the students from the early years of school. The understanding that every person is created equally in the eyes of God means that one person should not be seen as more worthy over another. The students are reminded that while they may be more privileged than many in society, they also have an obligation through their faith to demonstrate acts of charity and kindness to others. Project Compassion during Lent and Easter, the St Vincent de Paul Winter Sleep Out, and the Christmas Hampers are just some of the ways in which we can show acts of charity. The acts of kindness can happen at any time.

The hope for next year is for opportunities once again to visit the local nursing homes and sharing time with the elderly as a means of showing respect to others.

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

The School Improvement Plan (SIP) for 2021 was set at the end of the 2020 school year. In it were a number of key strategies that were linked to Teaching and Learning or to Catholic Mission. Weaved through these was the area of Pastoral Care and Wellbeing along side Social and Emotional Learning. Without these in place, it is extremely difficult for the other strategies to work.

The domain of Teaching and Learning focused on the continual learning growth of students. This means that although students will learn at different rates and with varied success, the understanding is that all students should demonstrate growth. The analysis of assessment data throughout the year was how this was to be measured. Although the lockdown prevented many assessments from happening, we were able to collect enough data to show growth for nearly all students.

The domain of Evangelisation and Catechesis focused on a greater sense of Catholic identity for the students. Even if they were not baptised, the strategies were to instill in the students a feeling of joy and belonging to the school, parish and the wider Church. While there were opportunities for this to happen during the year, restrictions prevented many of the celebrations from taking place.

Priority Key Improvements for Next Year

Immediately before lockdown in the middle of the year, St Kieran's was part of the launch of **Towards 2025**, the diocesan strategic plan designed to improve the learning outcomes for students through the implementation of new programs and models of delivery. From this plan, and keeping in mind the context of the needs of St Kieran's Catholic Primary School, a draft school improvement plan has been developed for 2022.

The Student Achievement goal remains the same as for the 2021 school year. It is to ensure continued learning growth for all students. Some of the strategies for achieving this will change due to the introduction of the Mathematics and English K-2 syllabuses and the K-2 Religious Education syllabus. There will continue to be an emphasis on the use of data to track student growth. Planning for quality professional learning will be paramount in achieving this goal.

Evangelisation and Catechesis will focus more on developing student knowledge of Christ and exploring the implications for their discipleship. This means finding ways in which we can synthesise our knowledge and service to be more authentic followers of Jesus.

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

Most feedback to the school was given in response to Home Based learning during lockdown. The vast majority was very positive and included comments such as:

- I just wanted to let you know that we all appreciate all the hard work and organisation that has gone into another home based learning program. Our boys are feeling very well supported and connected.
- Just a note to say thank you to the wonderful team at St Kieran's for your support this week for both in-school supervision and home based learning. As someone working in the construction industry it's a very challenging and busy time to juggle workload and home life so thank you for your support. It has made the world of difference to the health of our family. I have noticed a much more settled, happier child who is at ease being in the familiar surrounds of his school and adapted to the transition to home based learning as a result.
- I think you and your staff are doing an amazing job. I was listening in my daughter's online session today and your teachers are very engaging and keeping things relevant and interactive. The kids were really engaged, and it was a fun session with many questions and sharing. Even, the teachers connecting with parents to check-in is very special and my kids really value this.

Student satisfaction

Feedback from our students was received through a survey sent out at the end of the Home-Based Learning. Responses included comments such as:

- "During HBL I have enjoyed the fun extra tasks and seeing what others have done for those tasks in the Hub Gallery."
- "I enjoyed History during lockdown because I found it really interesting in learning about our past and how much we have evolved in that period of time."
- "I found that not being at school with my friends and the teacher was really challenging as they can help me more in the class. I realised how important school was for me and that St Kieran's gives me lots of help when I need it."

- "I missed school and there were a few challenges for me such as being distracted. Although I have tried to overcome this, I found I get less distracted at school and I try saying no to watching TV or baking so I can finish my work. School is a great place to learn."
- "There were two things I missed most about school this year; my friends and my teachers. I will never say I don't like school again!"

Teacher satisfaction

Teacher satisfaction was taken from comments made during lockdown when teacher wellbeing was checked on. Comments included:

- "St Kieran's has done a lot to check in on the wellbeing of the students and families through phone calls. I am delighted that I can offer support to my students during this difficult time."
- "I have been teaching for a number of years now and this has definitely been the hardest year ever. The school leadership team has been very supportive of me and my colleagues in being able to remain positive and optimistic for the students and their parents."
- "I look forward to the students returning to school so that I can spend time with them, catching up on the many opportunities that we missed out on, such as the swimming carnival and camp."
- "The parents are a big part of St Kieran's and I look forward to having them back in the school as soon as we can. Having them help with reading and gross motor adds to the enjoyment of the children."

Financial Statement

Consistent with the NESA 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	\$1,957,916
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$529,542
Fees and Private Income ⁴	\$908,188
Interest Subsidy Grants	\$1,561
Other Capital Income ⁵	\$0
Total Income	\$3,397,207

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$5,703
Salaries and Related Expenses ⁷	\$2,504,329
Non-Salary Expenses ⁸	\$850,809
Total Expenditure	\$3,360,840

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