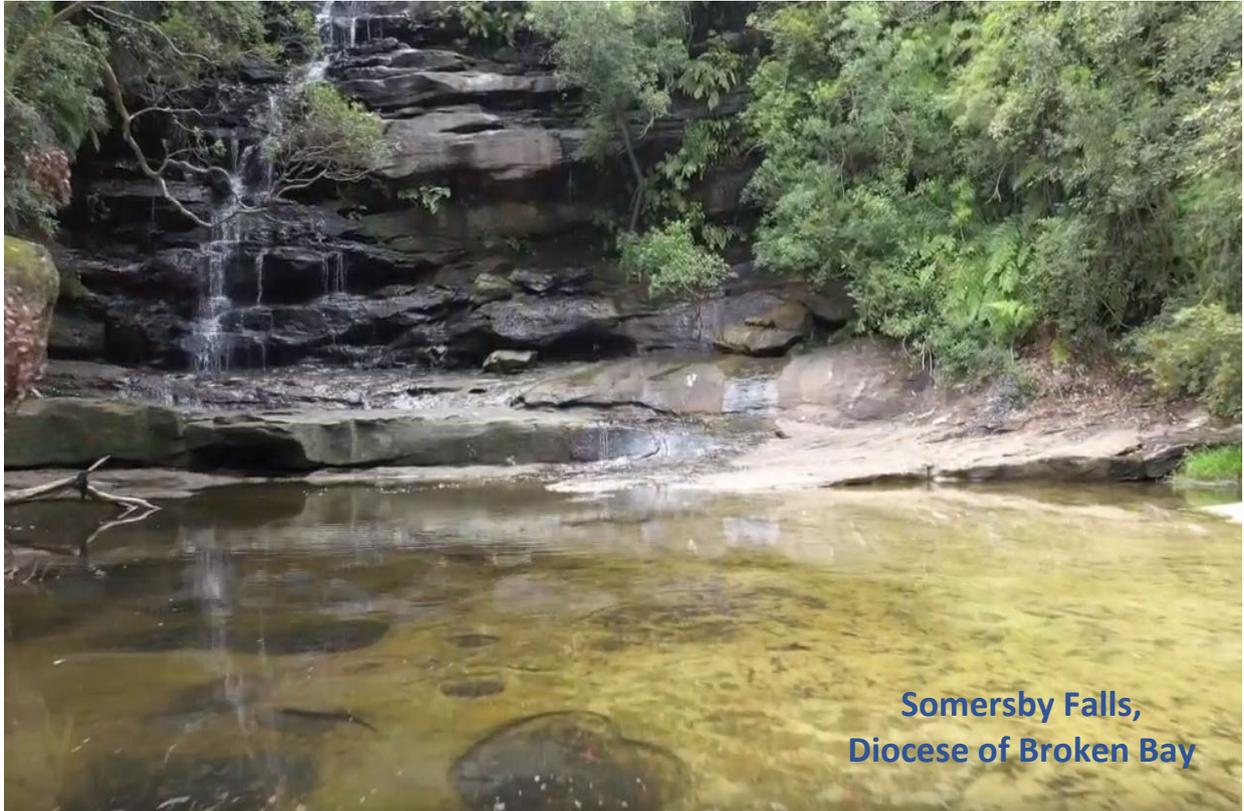


2018 Annual School Report



St Brendan's Catholic Primary School, Lake Munmorah

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ABOUT THIS REPORT

St Brendan's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The School was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay. There are 21 classes across Kindergarten to Year 6, including a Kindergarten to Year 2 class within which students are supported to further develop the skills to become successful learners.

A holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and via the implementation of initiatives and/or intervention opportunities. In 2018, the *Positive Behaviour for Learning* framework (PBL) was reviewed and updated, the Social and Emotional Learning (SEL) continuum was used to track student SEL levels, and a number of lunchtime clubs continued.

Our School Motto, *Alive in Christ*, promotes the living out of Christian values in a nurturing environment.

Parent Body Message

The parent community continues to be highly engaged in the life of the School, particularly through participation on our Parent Advisory Group (PAG). The group continues to focus on supporting the school to communicate the School Improvement Plan (SIP) and suggests possible strategies to ensure parents understand and are able to support the implementation of this annual plan. This collaborative communication continued to foster our partnership with the school community and staff. A PAG newsletter was distributed to the school community following each of these meetings.

Families, parents and carers continue to attend many events that contribute to school life. Parents are invited to the many opportunities provided, including Grandparents day, Mother's and Father's days, information evenings, assemblies, parent/teacher interviews, family and special school Masses, school discos, Christmas Carols and the Year 6 farewell. These events were always well supported by the community.

St Brendan's is very fortunate to have such a dedicated, hard working and friendly parent community who contributed significantly and achieved a great deal in 2018.

Student Body Message

As school captains this year, we have definitely learned a great deal about leadership and it has been an honour and a privilege to be student leaders of this school. St Brendan's will always hold a special place in our hearts.

It has been amazing to represent our school at conferences, to meet with the Bishop and to lay the wreath at the War Memorial. A highlight as well has been assisting teachers in our school at assemblies and helping at our school carnivals.

We have been blessed to work with such a wonderful Student Representative Council (SRC) who have assisted us in contributing to a most important role which has been representing students and being the voice of the student community.

We would like to thank everyone who supported us along this journey including family, friends and of course the students and wonderful teachers of St Brendan's. We will truly cherish the memories made this year.

SECTION TWO: SCHOOL FEATURES

School Features

St Brendan's Catholic Primary School Lake Munmorah, is a Catholic systemic co-educational school.

The School sits within the parish of Toukley/Lake Munmorah and the Parish Priest has established and maintained close connections with the School. The total enrolment in 2018 was 471 students across Kindergarten to Year 6, consisting of 20 mainstream classes and a specialised Kindergarten to Year 2 class. Of the mainstream classes, there are three streams from Kindergarten to Year 5, with each of these classes catering to approximately 25 students and two streams in Year 6. There are additional supports across Kindergarten to Year 6 for all learners.

The School's Early Learning Centre (ELC) is an on-site facility catering for families with children in the 3 to 6 years age bracket. The ELC is regarded as an integral part of the school community with strong links between it and the primary school. *CatholicCare* is also represented on-site, as well as an Out of School Hours (OOSH) facility. The OOSH supports families by offering a service that engages students through a variety of activities.

Over thirty students are supported by an Aboriginal Education Worker (AEW) to embrace, nurture and share their culture.

A number of co-curricula programs including: debating, public speaking, chess, robotics, higher ability days, *St Brendan's Got Talent*, Year 2 *SwimSafe* program and sporting opportunities (athletics, cross country, touch football, soccer and netball) were held across the year. SEL holds a high priority and is nurtured through classroom teaching, *KidsMatter*, PBL, *Circle Solutions and other wellbeing initiatives*. The *Mini-Vinnies* team which engages in social outreach to support both local and global initiatives was very active once again.

The School's Family Liaison Officer (FLO) works closely with the Principals to plan parent education and to offer support to families in need. The FLO was this year supported by the Wellbeing coordinator.

Student voice has been gathered through survey instruments, conversations with the Student Representative Council (SRC) who have placed videos capturing school initiatives on the website. The SRC has focused on initiatives to reduce waste, campaigned for additional sports equipment and requested amendments to play spaces.

Parent participation is encouraged in a variety of capacities and contact with the parent body is via face to face contact, school and PAG newsletters, Facebook and the website.

The PAG met regularly this year and explored focus areas in connection with the SIP. They were particularly active in supporting research based discussion on encouraging intrinsic motivation.

There is an active *Learning Assistance Program* (LAP) program which includes volunteers from the school and parish working alongside students and teachers to support optimum wellbeing.

SECTION 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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
228	241	0	469

* 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 [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2018 was 91.26 %. 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 %	91 %	92 %	92 %	91 %	91 %	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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO 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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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 NESAs. 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: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. 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.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	57
Number of full time teaching staff	28
Number of part time teaching staff	10
Number of non-teaching staff	19

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning 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.

Day 1	Mathematics Assessment Interviews and Data Analysis
Day 2	Inclusive Education
Day 3	Religious Education and Assessment

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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.

There has been a variety of opportunities provided for students, staff, parents and caregivers to share their faith at the School during 2018. These include various liturgical celebrations, social justice initiatives and opportunities for prayer.

The Mission staff development day for 2018 was based on deepening teachers' understanding of the scriptures and how to apply a variety of strategies to engage students with them in a more meaningful way.

There has been a continued focus on developing rich assessment tasks in RE to provide students with the opportunity to express their knowledge and understandings. Teachers have been encouraged to use the core scriptures from the RE modules as the basis of their assessments.

The school community is regularly involved in a variety of liturgical celebrations to mark important occasions. Students also attend a class or stage Mass once a term. Each term there is a Parish family Mass which is well attended and brings the Parish and School communities together.

All Parish-based sacramental programs are supported by the school with the respective RE module supporting the sacrament. School personnel also assist in the planning and celebration of the sacraments.

Prayer continues to be a focal part of the school day. All classes experience a variety of forms of prayer including the School prayer, the daily Examen and meditation. Staff regularly prepare a variety of prayer opportunities for each other.

The call to discipleship and to always be "Alive In Christ" permeates all that we do in our school community.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The curriculum focus for our 2018 SIP has been to support students to develop the confidence and skills to take responsibility for their learning. To achieve this goal the School has aimed to deepen teachers' pedagogical content knowledge specifically in Mathematics, so that they can plan and provide learning tasks that engage and challenge all students.

As a professional learning community, the staff are highly committed to improving their practice and readily engage in new research based best practice. This year the School trialled the use of the new literacy and numeracy learning progressions.

Kindergarten, Year 1 and Year 2 teachers have had an intensive focus, attending regular PL sessions to engage with the documents. Student learning has been tracked and explicit next step learning goals for all students have been identified. All students in the K-2 cohort have had their learning achievements tracked regularly to inform personalised learning experiences that meet the needs of students.

One grade leader across Years 3 to 6 has engaged in professional learning three times a term with the numeracy learning progressions. The focus for the primary cohort has been to use the progressions as a tool for effective curriculum differentiation for all learners. Student achievement was also mapped along the numeracy progressions and next step learning goals were regularly identified.

In Mathematics the *Extending Mathematical Understanding* (EMU) approach has continued to provide a baseline for early numeracy intervention and teacher instruction. The specific intervention groups for targeted students in Year 1 has continued this year. Additional learning interventions provided by specialist teachers for students in Years 2, 3 and 5 has also been facilitated weekly each term. Weekly Mathematics extension and enrichment has also been provided to targeted students across Kindergarten to Year Six.

One exciting celebration in learning gain for all students this year has been the annual *Progressive Achievement Tests* (PAT) results. This year all cohorts in Years 1 to 6 have seen a significant portion of students demonstrate above expected growth in Mathematics. In addition, a significant amount of students have demonstrated measurable growth. This is a reflection of the PL that occurred earlier in the year that focused on the analysis of previous data and individual point of need.

SECTION SEVEN: 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	56.90 %	53.20 %	5.17 %	8.60 %
	Writing	33.33 %	41.90 %	5.26 %	10.00 %
	Spelling	42.11 %	46.60 %	7.02 %	12.50 %
	Grammar	49.12 %	53.10 %	8.77 %	11.00 %
	Numeracy	39.66 %	39.20 %	3.45 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	26.58 %	38.60 %	13.92 %	12.60 %
	Writing	11.25 %	13.70 %	30.00 %	23.40 %
	Spelling	22.50 %	34.50 %	26.25 %	13.60 %
	Grammar	23.75 %	35.50 %	15.00 %	14.30 %
	Numeracy	16.46 %	27.60 %	16.46 %	14.00 %

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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

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 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 [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

The Wellbeing team continues to meet every three weeks to review current needs within the school. Student welfare data is reviewed during these meetings and informs future planning.

The School ROSE rules (Respect, Others, Self and the Environment) continue to be communicated to students to promote *positive behaviour for learning*. The rules are displayed around the School for teachers and students to refer to as a key reference point.

Students have continued to be acknowledged with ROSE awards, Assistant Principal awards and Principal awards.

Teachers, parents and students collaborated to review our school behaviour policy. A link to the new Behaviour Support guidelines is provided on our school website. The new guidelines were introduced to our school community via the school website, email and Facebook. We have used our communication focus - the School newsletter, to provide information to promote and encourage a shared understanding of the new guidelines and PBL.

There has been a continued use of the STAR/BEST strategy to support students to deepen their ability to face social situations when challenged and to build upon their resilience.

Teachers have used their mindfulness training from last year to provide students with opportunities to practise mindfulness, during our Examen time, each day after recess. This has resulted in students being calmer and more focused on their learning during the middle block of the school day.

An addition to our award system in 2018 has been our large ROSE stickers. These stickers can be awarded to a whole class to acknowledge their class following the rules. When a class has received 10 stickers their behaviour is acknowledged by an agreed class reward. This has resulted in students working together and supporting each other to follow our school rules and work towards a common goal.

SECTION NINE: 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 had a focus on deepening students' understanding of Catholic faith and the way it connects to their life. This was demonstrated through the students being able to express a greater understanding of the School's Mission Statement embedded in diocesan units and was demonstrated through their responses to quality assessment tasks.

The curriculum focus for our 2018 SIP has been to support students to develop the confidence and skills to take responsibility for their learning with a focus on Stage 2 and 3 students particularly, demonstrating growth in Mathematics measured against formal and informal assessment tasks. This has been demonstrated through a deepened pedagogical content knowledge of staff, planning and assessment of students and analysis of student data.

There was a deepening of student wellbeing for learning this year. This growth was demonstrated and measured through self-reporting against the SEL Continuum. Increased parental engagement and knowledge as well as informed conversations about student growth in SEL were evidenced throughout the year.

Priority Key Improvements for Next Year

The SIP goals for 2019 have been drawn from analysis of data, feedback from staff, formal discussions with staff, liaison with CSO personnel and surveys of students and parents.

For 2019 the school's SIP goals will be:

Mission: To further deepen students' understanding of Catholic faith and the way it connects to their life, with an emphasis on students expressing a greater knowledge and understanding of the relationship between the messages from scripture and everyday living.

Learning and Teaching: To enable and support students to develop the confidence and skills to take responsibility for their learning, with a focus on students demonstrating growth in Mathematics and Spelling measured against formal and informal assessment tasks.

Pastoral Care: Deepen student wellbeing for learning through lens of parent engagement, with a focus on students demonstrating deepened knowledge and understanding of revised behaviour management structures.

SECTION TEN: 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

A number of parents completed the 'Partners in Learning' survey which covers several aspects of parents' perceptions of their children's experiences at home and school.

A summary of results was received and those of note are listed below:

- A score of 8 (out of 10) was received with parents feeling welcome at our school (compared to the survey national norm score of 7.1).
- Parents felt strongly that the school supports positive behaviour (8.2 compared to a norm of 7.3).
- That the school supports learning (7.8, compared to the norm of 6.9).
- 80% of respondents felt strongly that the school provides opportunities for prayer and liturgy as well as supporting parents' understanding of Catholic life and Parish community.

Student Satisfaction

Students in Years 4, 5 and 6 were given the opportunity to complete the *Tell Them From Me* (TTFM) survey which provides the school with an insight from students that is able to assist with school planning and identification of school improvement initiatives. Some results from this survey include:

- 88% of students stated they value schooling outcomes.
- Students stated that 84% of all students displayed positive behaviours at school.
- 80% of students stated there was academic rigour to their learning and that there were positive teacher/student relationships.
- 73% of students agree or strongly agree that our school provides opportunities for prayer and liturgy, that they are supported in gaining an appreciation of the Catholic faith and that they are taught about Catholic values and how these relate to their lives.
- 90% of students highlighted their participation in school sports.

Teacher Satisfaction

Our teachers were invited to complete a 'Focus on Learning' Teacher Survey, which is a self-evaluation tool for schools to identify areas of teacher perceptions of school effectiveness. Results include:

A score of 8.1 out of 10 (with a national norm of 7.9) that teachers use data to inform their teaching practice.

A score of 7.8 suggesting teachers establish a strong learning culture within their classrooms

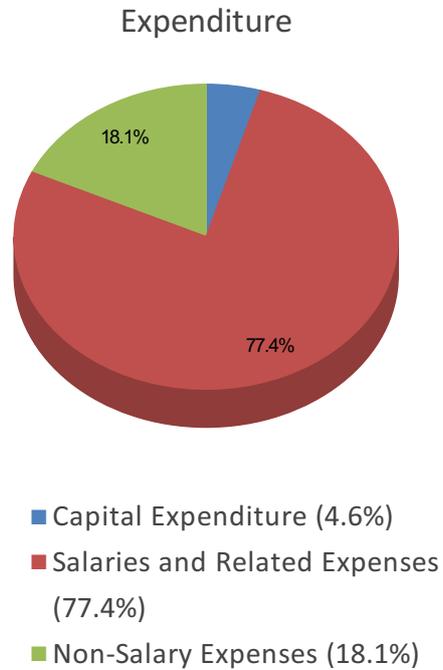
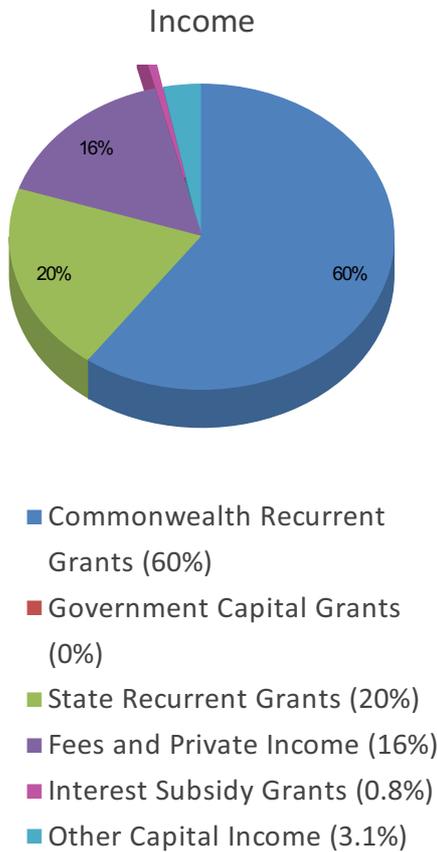
7.9 was scored for the delivery of effective teaching strategies and feedback for students

A score of 7.7 was achieved that our school is an inclusive school and 7.6 for planned learning opportunities were linked to students' prior learning, engaging parents in their child's learning and that school leaders assist teachers in creating new learning opportunities for students

92% of teacher respondents agree or strongly agree felt understand and promote the charism of the community through the curriculum and 85% agree or strongly agree that they were supported in gaining an appreciation of the Catholic faith and that opportunities exist to experience a variety of prayer and liturgy

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School 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	
Commonwealth Recurrent Grants	\$3,875,487
Government Capital Grants	\$0
State Recurrent Grants	\$1,293,943
Fees and Private Income	\$1,034,284
Interest Subsidy Grants	\$52,370
Other Capital Income	\$203,108
Total Income	\$6,459,192

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$300,277
Salaries and Related Expenses	\$5,077,209
Non-Salary Expenses	\$1,184,722
Total Expenditure	\$6,562,208