

2018 Annual School Report



Sacred Heart Catholic Primary School, Mona Vale

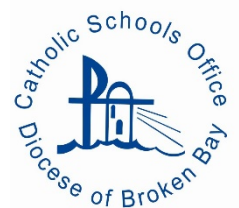
Cnr Waratah & Keenan Streets, Mona Vale 2103

Principal: Mrs Suellen Garey

Phone: (02) 9999 3264 Fax: (02) 9979 8603

Email: shmv@dbb.catholic.edu.au

www.shmvdbb.catholic.edu.au



ABOUT THIS REPORT

Sacred Heart 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

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

As Principal of Sacred Heart Mona Vale Catholic Primary School, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and inclusive parish. All of whom enhance, inspire and support our school.

2018 has been a year of review and visioning for the future. The whole school review process affirmed the excellent work completed in the domains of teaching and learning, mission and pastoral care over the last 6 years and set directions for the future.

21st century (C21) learning has again been at the forefront of school plans and a focus for student learning. Students have been engaged in learning that develops critical thinking skills, collaboration and creative problem-solving in a Catholic school environment.

Parent Body Message

The Hub has had a very busy 12 months. We started the year with a Welcome BBQ for families on the last Sunday in February. From here, we have had many events, all of which have been well supported by our great school community. From a school disco to celebrate the Sacred Heart Feast Day, to breakfasts for Father's Day and Mother's Day and not to mention the Annual Fundraising Dinner at the Royal Motor Yacht Club, Bayview.

However, the most notable project we worked on this year, was supporting the School Leadership Team in air conditioning all of the classrooms. This was a project that had overwhelming support from parents and we thank all members of the community who contributed to this project over many years.

In 2019, we are working to improve the student experience of the playground area by commissioning a company to repaint the artwork and ballgame markings as well as installing an industrial fan in the hall.

To those who provided feedback about the Fundraising Dinner via our online survey, thank you. We will take on board your feedback and look to address the cost of the evening next year.

Student Body Message

2018 was a great year for the student leadership teams. This has been a very important role for each of us. Our roles were to represent the students and to understand what they want and to understand any issues around the school. Waste Free Wednesdays, re introducing the Friendship Tree and writing letters to children in East Timor were some of our achievements. We have definitely improved our public speaking skills. It has been an honour and a privilege to be appointed student leaders of the school in 2018.

SECTION TWO: SCHOOL FEATURES

School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school.

The School was officially opened in 1965 by the Good Samaritan Sisters and is one of two primary schools in the Parish of Pittwater. There are fourteen classes, two grade groups for each year of primary education from Kindergarten to Year 6. The School also hosts a small class of students enrolled at the Aspect Vern Barnett School, Forestville.

Students enrolled at the School are drawn from the neighbouring suburbs of Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills and Mona Vale. Enrolment numbers of 354 in 2018 continue to demonstrate a consistent positive trend of families seeking enrolment for their child at Sacred Heart Catholic School.

After half a century the School remains committed to the values espoused by the Good Samaritan Sisters; the values of compassion, respect, justice and service. These values form the foundation of the School rules.

Excursions are valued to broaden learning opportunities for the students. To support their learning, excursions for students were arranged to The Rocks Circular Quay, Taronga Park Zoo, Hill End and Bathurst, Kimbriki Recycling Centre and Warriewood Wetlands.

Students competed in the Northern Beaches Catholic Schools' Gala Days for soccer, league, tennis, basketball, cricket, netball and AFL as well inter-school debating and public speaking competitions. Extra curricula activities offered for students included drama, chess, piano, gardening and guitar. Lunchtime activities included coding, aerobics, dancing and homework club. Our school training band, senior band and choir were popular activities for our students again in 2018.

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 |
|-------|------|--------|----------------|
| 181 | 166 | 107 | 347 |

* 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 92.71 %. 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 |
| 93 % | 92 % | 94 % | 93 % | 92 % | 93 % | 93 % |

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 | 31 |
| Number of full time teaching staff | 15 |
| Number of part time teaching staff | 9 |
| Number of non-teaching staff | 7 |

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 | MAI: Using assessment in Mathematics |
| Day 2 | Sheena Cameron and Louise Dempsey Writing Workshop |
| Day 3 | Faith Formation - St Mary's Cathedral and NSW Art Gallery |

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.

2018 has been known as the "Year of Courage" for the School and parish community. There has been a consistent focus on being people of action and compassion, lived out by students through exploration of prayer, liturgy, song and in classroom RE lessons.

During 2018 teachers joined with other school staff to explore religious art works at the NSW Art Gallery. This led to a whole school focus across many curriculum areas on *Lectio Visio*.

This year each child created an art work that was inspired by the scriptures to be entered into the annual Bishop's Art Competition. The School proudly exhibited the finalists in the school foyer.

Social Justice has continued to be a focus throughout the year with all grades participating in social justice initiatives linked to learning in the classroom. Such initiatives included Cup Cakes for Caritas, Food Hampers and a Walkathon for St Vincent De Paul, *Socktober* for Catholic Mission, Friendship Bracelets for National Reconciliation Week and sending desks to Fiji.

Mini-Vinnies has also continued this year with major focuses being on Project Compassion and supporting our sister School in Tasi Fatin, East Timor.

The rich dimension of the School's Catholic faith has continued throughout the year with participation in many whole school Masses and Liturgies. Liturgies for Grandparent's Day, Mother's Day, Father's Day, our Opening School Mass Ash Wednesday, Pentecost, All Saints Day, Feast of Sacred Heart and weekend family Masses have been some highlights. Student participation in faith celebrations is high and has been encouraged through Ministry of the Word, Music Ministry and altar serving. The School Choir have also joyfully contributed to many Masses.

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.

In 2018, the major focus in learning and teaching was the consolidation of initiatives already commenced as the school completed School Review. High yield strategies for example, Collaborative Analysis of Student Learning (CASL) meetings, Learning Walks, Open to Learning Conversations, Practical Analysis and Data conversations together with Mentoring and Coaching models had a positive impact on teacher confidence and skill, change of practice and consequently improved student outcomes.

C21 learning skills including communication, collaboration, critical thinking, creativity and problem solving continued to be a focus. The Bring Your Own Designated Device (BYODD) program for Years 4 to 6 expanded. This optional program saw an increase in technology across the upper primary years whilst supplementing the School's resources. A number of different platforms and learning frameworks that enhance C21 skills, such as *Google Classroom* and the *Challenge Based Learning* (CBL) inquiry framework, were able to be implemented to a greater degree with the availability of these extra resources.

A Transforming Learning project supported by Apple educators supporting classroom teachers used technology to support inquiry projects within the classroom. Further supporting C21 learning was the continued exploration of the *Cultures of Thinking* initiative, which aimed to create a classroom culture where thinking is valued, visible and actively promoted. A major strategy within the initiative was the use of thinking routines to stimulate creative, critical and collaborative thinking.

The Feathertail Glider project, now in its second year, was again a true example of a joint inquiry based educational project incorporating C21 skills. Year 4 students, as well as students from other Northern Beaches schools, a Catholic secondary college, concerned community members and organisations, were involved in the project. The project sought to protect the threatened environment of this species of marsupial which makes its home in the Northern Beaches local area.

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 | 73.33 % | 53.20 % | 3.33 % | 8.60 % |
| | Writing | 58.33 % | 41.90 % | 0.00 % | 10.00 % |
| | Spelling | 61.67 % | 46.60 % | 6.67 % | 12.50 % |
| | Grammar | 71.67 % | 53.10 % | 1.67 % | 11.00 % |
| | Numeracy | 63.33 % | 39.20 % | 1.67 % | 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 | 71.05 % | 38.60 % | 2.63 % | 12.60 % |
| | Writing | 28.95 % | 13.70 % | 5.26 % | 23.40 % |
| | Spelling | 60.53 % | 34.50 % | 2.63 % | 13.60 % |
| | Grammar | 52.63 % | 35.50 % | 0.00 % | 14.30 % |
| | Numeracy | 57.89 % | 27.60 % | 0.00 % | 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

Pastoral care and wellbeing initiatives are undertaken to promote respect and responsibility within the community and are vital in creating a community of learners. The School follows the Positive Behaviours for Learning (PBL) model of Behaviour Management and is a *KidsMatter* school.

Four core values namely *Respect, Justice, Compassion* and *Service* are explicitly taught and each has a whole term focus. School rules and expectations of behaviour are linked to each value and are explicitly taught in the classroom, spoken about at morning assembly and written about in the School's newsletter. The community is familiar with the main school rule of showing respect and being responsible for ourselves, for others and for the environment. Strategies which the School has embraced to develop a respectful and responsible school include:

- Circle Time: This enables students to flourish, to be resilient, to form healthy relationships and be active engaged learners; parents were invited into classrooms to watch a Circle Time lesson.
- Wellbeing Week: Themes during wellbeing week have been Belonging, Together it's Ok, We are Bucketfillers and Celebrating Successes and Achievements.
- Respectful relationship groups: These are K-6 cross grade groupings led by Year 6 students; domains covered were self-awareness, self-management, social awareness, relationship skills and responsible decision making. Some tools for students included a video titled The Power of Team, a variety of stories and poems, posters for example Mad, Sad, Glad, Bad chart, the Problem Solving Daisy, games and reflection.
- Daily articulation at assembly of the school core value. For example in term 1 the focus was Respect, the associated school rule was "To have Respect for Yourself, Others and the Environment" and the explicit behaviour expectation linked to the core value and rule was "Speak Politely to each Other".

The voice of the students was heard in 2018 through the School Representative Council (SRC) and surveys such as the TTFM and biannual School Life Survey. Students shared their love of the school with the School review panel.

Student Behaviour Guidelines were reviewed by teachers, parents and students explaining the process for assisting students to meet expected behavioural outcomes at the school.

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

Targets for School Improvement Plans were achieved in the following areas:

Teaching and Learning - In Mathematics there was a reduction in the number of Year 3 students who were vulnerable in one or more domains. In 2017 - 86.6% were considered vulnerable, as compared to 75% in 2018.

Teachers in years 3-6 included iPad technology in learning sequences every term and students used a variety of thinking routines in HSIE and RE.

There is a whole school understanding and implementation of "The 5 Effective Spelling Strategies".

Mission - Due to an exploration of the Religious Education Toolkit, student responses in RE reflected a deeper understanding of the scriptures and students were better able to connect to their own faith life experience.

Pastoral Care - The targets regarding improved classroom behaviour were achieved. In 2018, 51% students rated classroom behaviour as great, as compared to 39% in 2017.

Priority Key Improvements for Next Year

By the end of 2019:

- the RE work samples of Stage 1 students will show improvement in learning and agency as measured by the co-created grade success criteria
- targeted Stage 2 students (targeted students who achieved a grade 'C' in the semester 2 2018 reports in Maths) will show improvement in learning as measured by PAT-M, MAI and class assessments. These students will also show improvement in agency (grit, time on task, task perseverance) in their learning as measured by the digipubs character progression
- students identified as vulnerable in wellbeing (Tier 2 and Tier 3 students) will show an improvement in engagement in their learning as measured by PBL data and other school data respective to their individual needs.

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

Parent satisfaction with the school was measured from surveys completed, focus groups for School Review, anecdotal comments and attendance at school functions. Generally parents are very satisfied with the school's academic performance in NAPLAN and on the sporting fields.

Parents were invited to engage in their child's learning through technology and many activities at school such as Forums in Literacy (Early Years Reading), Mathematics (EMU) and PDHPE (Circle Time, Cybersafety and Wellbeing) were offered in 2018.

Attendance at the Hub (P&F) meetings were consistent and a more casual format considered successful. The delivery of air conditioners to all classrooms was a major result of the fundraising efforts over the past few years.

Parent engagement in school events was very much appreciated. This included giving their time to support classroom reading groups, sports carnivals, excursions, volunteering for *Kiss and Ride*, the second hand uniform shop and canteen.

Student Satisfaction

Students from Years 3-6 completed the School Life Survey in February and November .

89% of students reported they feel very happy and safe at school (compared to 72.9% in 2017). Students commented that their most favourite playground activities were playing soccer, handball basketball and ARL. Students especially loved parents visiting the school for events such as Mother's Day, Father's Day and Grandparent's Day. The area students were least satisfied with was the play equipment toys as they thought some of these needed replacing. In the classroom students were most satisfied with using technology as they said it improved their learning by making it easier to share ideas and their learnings.

Teacher Satisfaction

The School Review allowed staff the opportunity to articulate and record the areas they believed were achievements at the School as well as areas for improvement. A new professional learning model of self-directed learning was a highlight for teachers as they took responsibility for their own PL. Teachers requested that this model continue in 2019. The PL on classroom spelling strategies and transforming learning through technology using a coaching model were commented upon most positively.

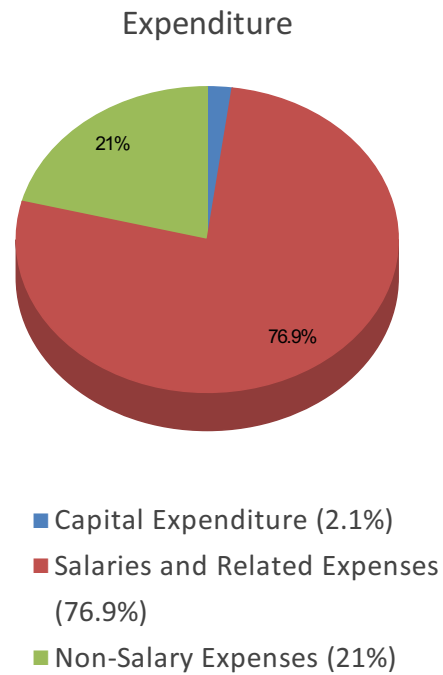
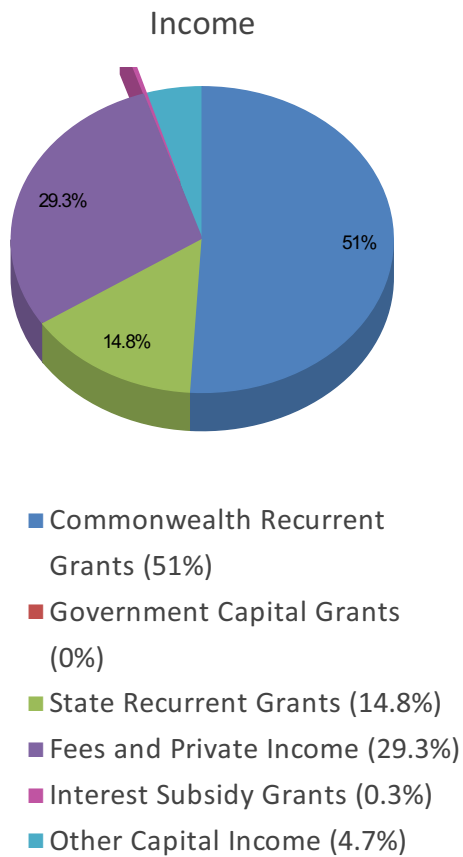
Teachers enthusiastically applied for many leadership opportunities both at the school, in the Diocese of Broken Bay and in the wider educational community.

Teachers expressed appreciation for the teacher assistants in the Early Stage 1 and Stage 1 classes as well as for the assistance given to students requiring learning support.

Attendance at staff social functions continued to highlight the collegiality between full time, permanent, part time, temporary and casual staff.

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 | \$2,063,036 |
| Government Capital Grants | \$0 |
| State Recurrent Grants | \$597,164 |
| Fees and Private Income | \$1,185,994 |
| Interest Subsidy Grants | \$13,501 |
| Other Capital Income | \$188,846 |
| Total Income | \$4,048,541 |

| RECURRENT and CAPITAL EXPENDITURE | |
|-----------------------------------|--------------------|
| Capital Expenditure | \$82,271 |
| Salaries and Related Expenses | \$3,031,957 |
| Non-Salary Expenses | \$827,084 |
| Total Expenditure | \$3,941,312 |