



2019

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Mrs Suellen Garey

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

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.

In January, after ten years of ministry to our school and Parish our Parish Priest was elected head of the Salvatorian Order and moved to Perth, our Assistant Priest took the mantle of Parish Priest and a new Assistant Priest arrived at Sacred Heart. Our school also welcomed a new Assistant Principal.

2019 has been a year of consolidation in the academic field. Our focus was on embedding practices and procedures introduced in the past years, increasing student agency through high quality learning experiences, educating and enabling students to be active contemporary disciples of Jesus and strengthening student wellbeing.

Successes for the year were many and included establishing a biodiverse environment, improvement in Naplan results for students receiving Learning Support and the celebration of Creative Arts with the school Musical Aladdin. Sporting achievements continue to be a highlight at Sacred Heart with students having success in the Cluster, Polding and State carnivals in a variety of sports.

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.

Parent Body Message

We started the year with a Welcome BBQ themed as a Bush and it was amazing to see so many families dancing to the Heel and Toe Polka and Mona Vale Tram.

The Annual Golf Day, planned for mid-March had to be postponed due to inclement weather. However we were able to get back on the course in June for a somewhat colder, but still enjoyable round of 18 holes.

It was a wonderful night celebrating The Feast of Sacred Heart with a disco. The guest speaker at our termly Hub meeting talked about the importance of mental health, self-care and having courageous conversations with our children and each other.

In Term 3, the HUB meeting informed parents of the many initiatives that have been enacted in the school to promote sustainable living. We are lucky to have such dedicated teachers

and parents who have driven initiatives in our school such as waste free days, an eco-garden, recycling programs, clean up days and waste reduction strategies.

A big thank you to all the Mums and Dads who put some much time and effort into getting the children and stage ready for the production of our biennial musical, Aladdin. It was such a professional musical in every sense.

Mother's Day and Father's Day were celebrated with a delicious bacon and egg breakfast and very popular pancakes with all the trimmings. Parents were entertained by our school band and very special classroom visits. The Annual Cocktail Fundraiser, themed Endless Summer Nights was magical night, as the sun set over the spectacular Pittwater waterway.

Lastly the HUB has assisted the school in implementing improvements to the schools facilities. The playground artwork & games have been updated using the latest thermoplastic technology and the hall now has a cooling solution installed.

As 2019 is the last year of our three year term, we say thank you to the entire School community who have supported us. It has been a rewarding experience, we welcome the new Hub team and look forward to supporting our wonderful school in 2020.

Student Body Message

In 2019 Sacred Heart has accomplished many things, we have made a school garden, upgraded furniture and created new activities for the children. The use of iPads in years 4-6 has helped grow our learning and the increased supply of iPads in K-3 has allowed more access to technology and information.

We have really been focusing on how we can be sustainable this year, we have re-cycled, re-used and had a waste audit so we have a better understanding of our waste.

Every term we have met in respectful relationship groups with the students from Kindergarten to Year 6 to bond with others from different years whilst learning about bullying and filling our emotional buckets.

Every two years our School showcases a school musical, every student has a chance to be involved in the musical and this year we performed "Aladdin Junior". All the students loved it!

Throughout the year we have gone to mini gala days with our friends to play basketball, touch football, cricket, soccer and rugby.

This year has been amazing for every student.

School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school and was officially opened in February 1965 by the Sisters of the Good Samaritan Order. It 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 from Aspect Vern Barnett School at 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 357 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; values of compassion, respect justice and service. These values form the foundation of the School rules.

Real life learning experiences and excursions into our community are valued to broaden learning opportunities for the students. To support their learning excursions for were arranged to Taronga Park Zoo, Canberra, Kimbriki Recycling Centre, Narrabeen rock platform and Ku ring gai Wildflower Gardens.

Students competed in the Northern Beaches Catholic schools gala days for soccer, league, tennis, basketball, cricket, netball and AFL as well interschool debating and public speaking competitions. Extra curricula activities offered at Sacred Heart included drama, piano, and guitar. Lunchtime activities included chess, gardening, coding, aerobic dancing and homework club. Our school training band, senior band and choir again were popular activities for our students.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
186	171	113	357

* 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 2019 was 92.95%. 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
94.17	93.40	91.59	93.36	93.23	91.92	92.51

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	30
Number of full time teaching staff	14
Number of part time teaching staff	10
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. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Day 1 PDHPE – Introduction to the new elements of the K-10 PDHPE syllabus and development of a K-6 PDH Scope and Sequence

Day 2 Religious Education – Exploration of stories of hope; Mary McKillop A Woman of Hope and Interfaith Relationships between Israel and Palestine

Day 3 History- Research Primary and Secondary Sources at the NSW State Library and related e-learning collections.

Catholic Identity and 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.

2019 has been known as the "Year of Love" for the School and parish community. There has been a consistent focus on being people of action and love, lived out by students through exploration of liturgy, song, prayer and in classroom Religious Education lessons.

During 2019 teachers joined with other school staff at Mary MacKillop Place North Sydney to explore the life and influence of Mary MacKillop as a "Woman of Hope." Staff were also given the opportunity to explore interfaith relationships and stories of hope from the Israeli – Palestinian Conflict.

This year each child participated in the Annual Bishop's Art Competition. Students were required to produce a short digital film/video telling a story about Jesus or told by Jesus from the Gospel of Luke.

Social Justice 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, praying for those affected by drought and raising money for our farmers. Mini-Vinnies focussed on Project Compassion and supporting our sister School in Tasi Fatin, East Timor.

The rich dimension of the School's Catholic faith was demonstrated in many beautiful celebrations, whole school Masses and Liturgies. Masses for Grandparent's Day, Mother's Day, Father's Day, our Opening School Mass, Ash Wednesday, Feast of Sacred Heart, Feast of the Assumption 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 has also joyfully contributed to many Masses.

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.

In 2019, the focus in learning and teaching was based around embedding the Broken Bay Principal of 'Student Agency' throughout all Key Learning Areas (KLAs). High yield strategies such as Collaborative Analysis of Student Learning (CASL) meetings, Open to Learning Conversations, Practical Analysis and Data conversations together with Co-teaching models had a positive impact on teacher confidence and skill, change of practice and consequently improved student outcomes.

The Apple supported program 'Inspire and Innovate' was introduced to students from Kindergarten to Year 2, increasing and strengthening both teacher and student engagement with technology. This coaching program saw an increase in student confidence with the use of technology across the school as demonstrated in our 'Luke Fest' presentation.

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 allowed platforms and learning frameworks that enhance 21st century skills, such as Google Classroom and the Challenge Based Learning (CBL) inquiry framework, to be sustained.

The Stage 3 Science, Technology, Engineering and Mathematics (STEM) project was a true example of a student led inquiry based educational project incorporating all 21st century skills. The year five and year six students initiated the need to develop and maintain a sustainable garden for our school. Students worked collaboratively with teachers, community specialists and the parent community throughout this project; demonstrating leadership skills and empathy for the needs of our school community. Groups were formed and responsibilities were shared. Students presented their research and final product alongside other primary schools at the Northern Beaches STEM Fair, held at Mater Maria Catholic College Warriewood.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81%	59%	2%	10%
	Reading	65%	54%	2%	10%
	Writing	76%	55%	0%	5%
	Spelling	54%	52%	2%	11%
	Numeracy	62%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	59%	37%	6%	17%
	Reading	55%	38%	2%	12%
	Writing	37%	19%	4%	18%
	Spelling	41%	38%	4%	13%
	Numeracy	31%	32%	4%	14%

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 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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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. There were no changes made to this policy in 2019.

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 2019.

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 BeYou school.

A safe and supportive environment for learning is achieved through the explicit teaching and modelling of the four school Core Values of Respect, Justice, Compassion and Service. These Core Values have a term focus in which they are explicitly taught with a weekly focus of expectations of behaviour. The daily assembly reinforces the Core Values and expectation of behaviour. This is then supported by classes undertaking explicit instruction around the Core Values and the school newsletter reinforcing this for families. The community is familiar with the four core values and each term one value is discussed in relation to self, others and the environment.

Strategies which the school has embraced to develop a respectful and responsible school include:

Social and Emotional Learning Time: This targeted initiative identified Social and Emotional Skills that needed to be further developed for students with teachers planning and programming targeted lessons around for Responsible Decision Making, Self-Awareness and Self-Management.

Wellbeing Week: An allocated time each week where the school community is provided with initiatives to consider their own mental health and wellbeing to highlight the importance of Wellbeing and connection with family and friends. Themes for this year included Building

Positive Relationships, Caring for the Environment, Growing the Green and Celebrating Diversity.

Respectful Relationship Groups: These Kindergarten to year six peer groups, led by Year 6 students, met each term during Terms 1-3 and in Term 4 a peer support program was taught over six weeks. The Term 4 programme reinforced the skills for Self-Management, Responsible Decision Making, Self-Awareness and Relationship Skills. The students led lessons about GRIT, Growth Mindset, Bucket Filling and Inclusivity.

Parent Engagement: Parents were actively involved in creating a positive and respectful environment with many parents attending the Resilient Child workshops and having active participation on the Wellbeing Team and Eco Parent Team.

Student Agency: In 2019 students were part work of a School Representative Council (SRC). Students in the SRC initiated waste reduction initiatives such as 'Return and Earn', soft plastic recycling and reviewing the waste management system with a waste audit which impacted greatly on the school community. Students presented their initiatives at Taronga Zoo's Sustainability Leader's Day, Mater Maria STEM Fair challenge and Northern Beaches Council 'Swap this for That' program.

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

1. Religious Education modules were analysed so as to deepen student agency in response to social justice issues
2. High yield strategies, such as the coaching model, self-directed learning and Collaborative Analysis of Student Learning (CASL) were initiated to increase the quality of pedagogy across the school.
3. Student agency in wellbeing and strategies for positive student behaviours were explored and implemented

Priority Key Improvements for Next Year

1. Religious Education modules will be redesigned to be more authentically linked to deeper learning, informed by Broken Bay Learning Principles
2. Broken Bay Learning Principles, National School Improvement Tool and ACARA Progressions will be developed into rubrics for assessment and for measuring improvements in pedagogy.
3. Tier 2 and Tier 3 Intervention teams will be set up to manage student at risk behaviours.

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

Parents responded they were very pleased to be invited to be a part of the playground improvement committee, the School Advisory Council, the Environment and Wellbeing Committees as well as the many Parents and Friends Hub teams. Parent membership was actively sought for the formation of these teams and parents took on their responsibilities with fervour and thoroughness.

The painting of the exterior of the school and the painting of new, colourful children's games on the playground were especially commented upon by parents and considered much needed aesthetic improvements for the School.

The opportunity for all children from Kindergarten to Year 6 to be involved in the biennial school musical was another highly regarded event as reported from the parent community. Parent involvement in the musical production was appreciated in the areas of costuming, make-up and props.

Student satisfaction

Student voice was actively sought through the school life survey which was administered twice during the year. Students recorded a higher satisfaction rate as compared to the 2018 survey, regarding the in-class delivery of learning due to the increased use of technology, in particular the use of iPads.

Students identified that their teachers helped them learn by being supportive, making learning fun and "figuring out problems in different ways."

Students again reported a high level of satisfaction with the many sporting activities on offer, they loved dance club, reducing the waste and the many play areas: handball and basketball courts and the oval.

Students feel happy and safe at our School and wrote happily about the wonderful friendships they make at the School. 83% of students rated the learning they receive as high and the behaviour in the classroom as "great to really great". Four students referred to bullying in general terms which is an extremely positive result.

Teacher satisfaction

Staff were surveyed and responded positively to many aspects of school life. Staff were pleased to be involved in the decision-making of the school and the opportunity to participate in many professional learning sessions. Staff accepted invitations to join learning teams and mentoring teams for the School Advisory Council, the Wellbeing and Playground committees.

Self-directed professional learning was one new initiative that teachers particularly appreciated as it gave them the opportunity to explore their own interests and professional needs.

Staff surveyed also commented on the many opportunities for leadership in Key Learning Areas and the support offered to staff by the leadership team in communication with parents.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$2424032
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$686572
Fees and Private Income ⁴	\$1166513
Interest Subsidy Grants	\$9443
Other Capital Income ⁵	\$171806
Total Income	\$4458366

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$21350
Salaries and Related Expenses ⁷	\$3303032
Non-Salary Expenses ⁸	\$1060349
Total Expenditure	\$4384731

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 2019 REPORT