



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Mr Jamie Wahab

Web: 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 Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

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 the incoming Principal of Sacred Heart Catholic Primary School, it has been both a blessing and an honour to join a community of passionate, professional educators and staff; committed, supportive parents; and enthusiastic, engaged students. We have a very close relationship with our wonderful Pittwater Parish that is lead by our Parish Priest Fr Richard Sadowski SDS who is very supportive of our school.

The community has been very supportive of a number of new initiatives that were introduced, including Friendology, Student Management Plan, Sacred Heart and Principal Termly Awards and the Student Weekly Video Newsletter Broadcast (SHOWS).

The school, together with strong support from The Hub, invested significantly in Science, Technology, Engineering and Mathematics, providing weekly lessons for students in the library while utilising a number of new resources including Spheros and BluBots.

Sporting Achievements continue to be a highlight at Sacred Heart; our students won the Northern Beaches Swimming Carnival and performed exceptionally well at a number of Gala Days in a wide range of sports. A number of students also achieved Representative sporting success at Zone, Diocesan and Polding levels.

We were particularly proud of some of our Year 6 students who proposed, organised and planned a Kindergarten to Year 6 Handball Competition that also included competing against two other local Catholic primary schools. This competition was run by students, for students with Sacred Heart also finishing as school champions.

The strength and closeness of our Sacred Heart was demonstrated by over 700 people attending our Welcome Barbeque, the first community event post Covid-19, and our Gala Dinner fundraiser, attended by over 250 parents.

As Principal I feel very proud to work with such an incredible community who all seek to provide our students with the best possible opportunities to grow in their learning and their faith.

Parent Body Message

The Hub 2022, started the year with a new committee under the leadership of Co-Presidents Amber Lytham and Kath McCamey, Jo Reid as Treasurer and Crisi Tanev as Deputy.

Our gala night was a huge success and an enjoyable gala fundraiser. Multiple opportunities for parents to support our gala from raffles, teddy bears, online silent auctions and live auctions at the venue, especially the auction of Students' framed art work (special thank you to Artist Sylvia Leech). The success of the night saw the Hub raise enough money to purchase STEM equipment, decodable books and stop motion programs for students to use and benefit.

2022 was a successful year for The Hub and it's important we recognise the contributions of those who made it possible. The support of the executive team is crucial to the success of any school program, and it's great to acknowledge their role in helping to make the Hub's events and initiatives a reality. Equally important are the families within the school community who participated and contributed to the success of the year. Their support and engagement are essential to creating a vibrant and thriving school community.

Student Body Message

In 2022 Sacred Heart has provided multiple activities for students. This has included a focus on Science, Technology, Engineering and Mathematics. We had a lot of fun playing with Spheros and learning how to code all sorts of different things.

We have improved our reward system by including the Sacred Heart Award. This award is presented to one student per class once a term.

Another new program that has been introduced is Friendology. This program helps students to learn how to make and maintain healthy friendships, including how to be a Friendship Ninja!

Our leaders have created a new Handball Competition for Sacred Heart and some local Catholic Schools that is run by Year 6. Our leaders also make a weekly video called SHOWS which tells everyone what has been happening at our school.

It has been a thrilling and convivial year for our students and teachers at our fantastic school Sacred Heart Mona Vale.

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 391 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 were arranged to Bathurst, Kimbriki Recycling Centre, Narrabeen rock platform, Australian Museum, Taronga Zoo and Kuring 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. Lunchtime activities included chess, gardening, STEM, 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
181	191	113	372

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 89.40%. 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
89.80	88.40	91.50	89.20	89.80	88.90	88.50

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	34
Number of full time teaching staff	12
Number of part time teaching staff	15
Number of non-teaching staff	7

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

All staff, including non-teaching staff participated in a Diocesan Staff Development Day, led by Sally Egan, focused on the Towards 2025 Strategy.

Staff Development Days and Staff Meetings focused on the Familiarisation stage of the new K-2 English and Mathematics NSW Syllabus.

The Staff Spirituality Day focused on elements of the new Catholic Schools Broken Bay Charter with a specific emphasis on the faith formation of all staff.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

At Sacred Heart we actively live out our faith through our strong school and parish connection. Each year our parish provides the Catholic Schools in the parish a theme; in 2022 the theme was the 'Year of Trust'.

We saw the return to many parish, school celebrations which had been affected by the COVID pandemic. Weekend family masses returned including a BBQ after each event. Many students, parents and staff supported the parish Sacramental programs with children taking part in Confirmation, Reconciliation and First Eucharist. Students, staff and families celebrated Mothers' Day, Fathers' Day, Grandparents' Day, Holy Week, Easter, Pentecost and Holy Days of Obligation as a school community.

Faith formation was a strategic goal for Sacred Heart. Professional learning was undertaken in the Catholic Charter for staff. Faith and Learning Walks were implemented in Terms 2 and 3, this provided an opportunity for parents to engage with their children in a prayerful experience as well as to witness learning in action. The Faith and Learning Walks also saw

the engagement of the School Marketing Co-ordinator and Parent Engagement Officer providing morning tea and a time to create networks and support through the parent community. The Year 6 children led the school in the Daily Examen during Term 4 as well as leading the school community in prayer at weekly assemblies.

Social Justice initiatives during 2022 were varied and outreached to many members of the community in need. The school raised money and awareness for Project Compassion, the Caritas Ukraine Appeal, Mission Australia, Indigenous Awareness and St Vinnies - Christmas Hamper Appeal.

During 2022 all students participated in the Bishop's Art Prize. The school staff undertook Professional Learning regarding the new Religious Education (RE) Curriculum for K-2. Kindergarten and Year One teachers undertook two days of professional learning and parent education was also provided around the new curriculum.

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.

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Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. Our classroom teachers along with our specialist Creative Arts, Physical Education, Library and Diverse Learning staff are driven to provide quality education for all our students.

The school leadership team began working with Linda Bendickson as part of the Catholic Schools Broken Bay Towards 2025 Strategy. Our work with Linda enabled us to explore what was currently happening at the school based on data and prioritise and go deep with identified areas of need, rather than trying to achieve too many learning goals at surface level only. We developed a cycle of learning, based on the notion of 'Quick Wins', in one identified area of learning, that enabled us to go deeper and do better. This work complemented the CSBB continuous improvement cycle, and we continue to embed this in our day-to-day practice.

Preparation for the NSW Curriculum Reform was the major focus of our Professional Learning in 2022. The introduction of the new English and Mathematics Syllabus in 2023 for Kindergarten to Year 2, sees major changes to the curriculum for these two key learning areas. Teachers were initially supported to engage with the new curriculum, deepen their knowledge of the new curriculum and then plan for quality teaching and assessment opportunities. Sacred Heart collaborated with our neighbouring schools, Maria Regina, Avalon, and St Joseph's Narrabeen throughout the year, to support each other in this work. Our Kindergarten to Year 2 parents were invited to attend an information session to build their understanding of the curriculum reform.

This year saw an enhanced focus on the teaching of STEM (Science, Technology, Engineering and Maths). From Term 2 a STEM specialist teacher worked with each class for a 40-minute session each week. In term 2 these lessons focussed on the use of robotics equipment including BlueBots and Spheros. Term 3 STEM lessons were based on developing information technology and research skills. In term 4 the focus was on coding.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	65%	52%	4%	12%
	Reading	62%	54%	15%	11%
	Writing	65%	50%	5%	7%
	Spelling	58%	48%	12%	15%
	Numeracy	36%	34%	4%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36%	31%	0%	14%
	Reading	55%	39%	0%	11%
	Writing	27%	25%	0%	18%
	Spelling	55%	37%	0%	14%
	Numeracy	36%	25%	9%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

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 implements inclusive practices that support the diversity of all learners. We have a culture of pastoral care that promotes student wellbeing. The school follows a Behaviour Management Plan and is a URStrong school.

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

The Behaviour Management Plan: The school developed and formalised a Behaviour Management Plan to ensure that we provide a level of consistency in terms of student behaviour across the school. The procedures in this plan reflect fair and reasonable consequences aligned with the different types of behaviours that occur within a school. The guidelines associated with the procedures are there to support the students to learn from choices that have been made and the range of consequences are specific to these choices. The Behaviour Management Plan is put in place to assist resolving any inappropriate behaviours when they occur. Behaviours are categorised within levels and consequences align with these different behaviours. This intervention saw the school working together with students, parents and staff to support students who needed behaviour support.

Social and Emotional Learning Program: The school became a URSTRONG school. URSTRONG is a whole school strategy that empowers children with friendship skills through the Friendology Friendship Skills Curriculum that is implemented across Kindergarten to Year 6. In 2022 the Friendology 101 Curriculum was launched at Sacred Heart. This curriculum

and whole-school strategy helps children to establish and maintain healthy friendships, manage conflict with kindness and increase their overall resilience.

The Buddy Program: The Buddy program is designed to support and establish connection with our students across the school. Our Year 6 students are Buddies with a Kindergarten children, and they support the transition to Primary School.

Parent Engagement: Parents were actively involved in creating a positive and respectful environment with many parents playing an active role in the Wellbeing Team, Eco Parent Team and as Classroom Parent Representatives.

Student Agency: In 2022 student voices were heard with the work of the School Representative Council (SRC) and the Environmental Leaders (Eco Team). Students in the SRC and Eco Leaders promoted Waste Free Wednesday's, Fruit and Vegetable Month, Wellbeing, positive self-care and hygiene practises and whole school behaviour expectations.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

A number of Key Improvements were achieved in 2022. The strong focus on the wellbeing of students and staff resulted in the implementation of a Student Management Procedure that made a choice and consequence tiered system of support clear to every member in our community. Furthermore, the focus on helping all students to create, maintain and recognise healthy friendships was supported with the implementation of Friendology across all classes.

Developing students' capability in Science, Technology, Engineering and Mathematics resulted in a specialist teacher being appointed to teach every class once per week together with a significant amount of resources being purchased (through fundraising by our parents).

Teachers were supported extensively in their professional learning as a strong focus was placed on exploring the Curriculum Reform Agenda. This included Sacred Heart hosting professional learning with other local Catholic primary schools.

Improving communication was also a focus with a weekly newsletter being produced which included a weekly video broadcast from our students.

Priority Key Improvements for Next Year

Identified Key Improvements for 2023 will include a strong focus on the English Curriculum, specifically developing teacher confidence and competence in areas that include Spelling, Fluency, Phonics, Cognitive Load and the Science of Reading.

The school will also be funded to implement Collaborative Coaching for our teachers, providing significant resourcing to enable teachers to improve their programming and pedagogy.

Sacred Heart will also seek to provide Inquiry Learning lessons through History and Geography with the resourcing of two specialist teachers.

There will be a review of how we can continue to provide holistic learning opportunities for our students through dance, drama and music.

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 within the school is evidenced in the degree of involvement of parents, attendance at school functions, as well as the feedback received through conversations with parents as they interact with staff. Many parents have taken opportunities to communicate their appreciation for the care, encouragement and support they have received from the staff and leadership team of the school. They appreciate the quality learning programs designed to enable each student to achieve at their own level and the focus on holistic learning across the school.

Student satisfaction

Students' morale is high at Sacred Heart Catholic Primary School. Their level of school pride and their extensive involvement in extracurricular activities indicates this. Students participated in and contributed towards significant school events such as charitable fundraisers, various school sporting carnivals and gala days, choir and band events, across school academic competitions, parish events and school barbeques. The SRC, representative of the student body, also hold a positive view of the school. Students at Sacred Heart Catholic Primary School show enthusiasm for their lessons and express pride in the achievements gained by the school across a range of competitions.

Teacher satisfaction

The staff of Sacred Heart Catholic Primary School have engaged in a variety of forums, both formal and informal, to provide feedback on their experience of 2022. A high level of staff morale is indicated by staff involvement in special projects and voluntary extra-curricular activities this year. Many staff members expressed appreciation for the numerous opportunities provided by the school to enhance their own professional development through specific training in 2022. A particular focus for staff members in 2022 was developing a clear understanding of the new K-2 Religious Education Curriculum and Curriculum Reform Agenda. Staff are very appreciative of the level of parental support that exists across the entire school community.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,249,940
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$864,962
Fees and Private Income ⁴	\$1,393,795
Interest Subsidy Grants	\$699
Other Capital Income ⁵	\$1,604
Total Income	\$5,511,003

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$133,239
Salaries and Related Expenses ⁷	\$3,355,594
Non-Salary Expenses ⁸	\$1,409,990
Total Expenditure	\$4,765,584

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 2022 REPORT