

# 2017 Annual School Report

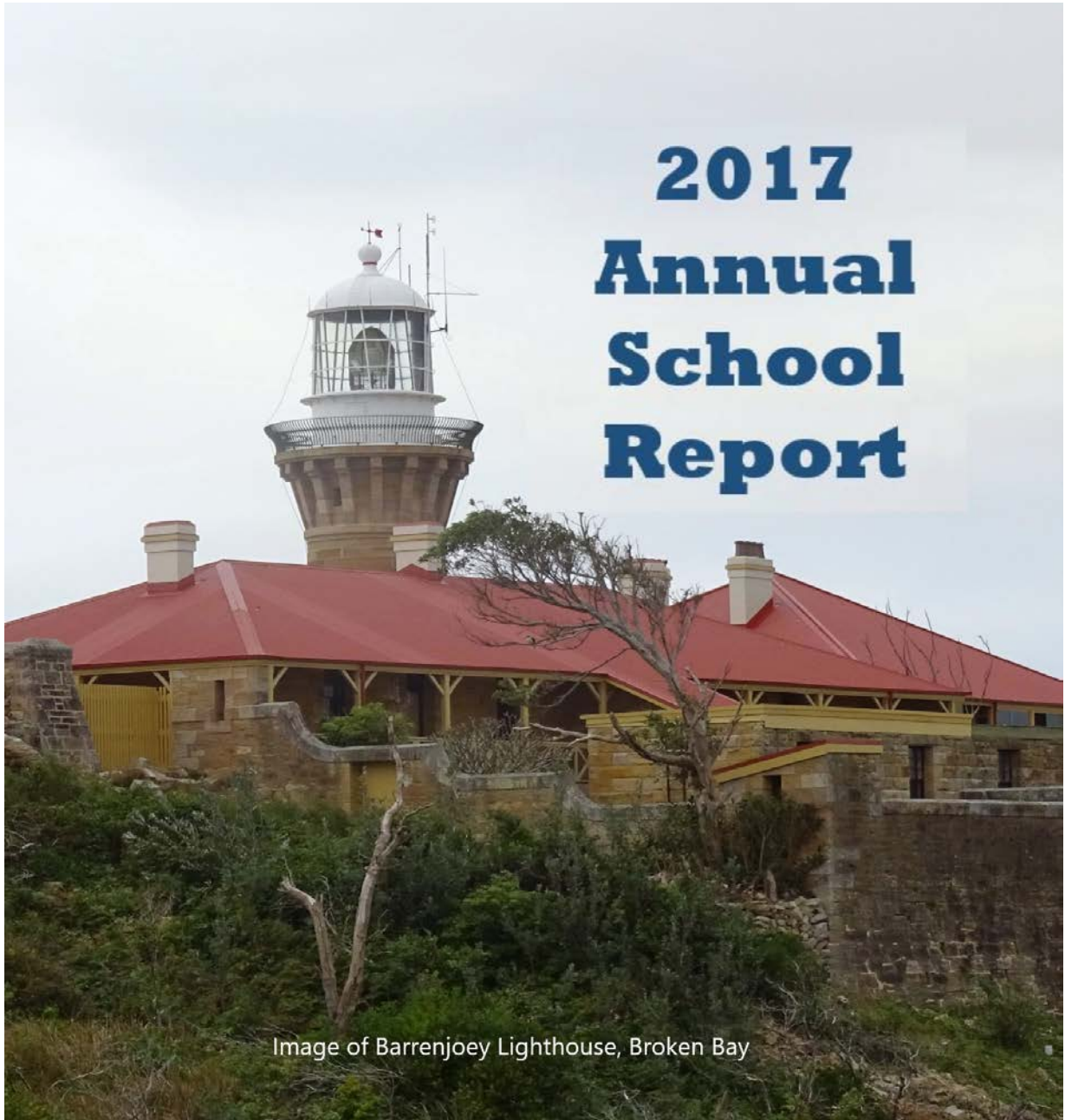


Image of Barrenjoey Lighthouse, Broken Bay



## St Mary's Catholic Primary School, Manly

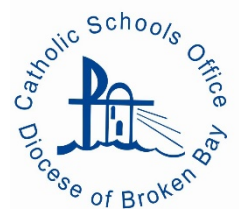
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## ABOUT THIS REPORT

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St Mary's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

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

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

This Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2017 initiatives.

The School enjoys a very positive profile within the local and wider community due to its reputation for excellence in teaching/learning and pastoral care/wellbeing, as well as high involvement from families and a commitment to the social development of all students. The School focuses on providing all children with successful learning experiences that nurture a lifelong love of learning, within a caring, smaller school environment. Children's creativity is fostered, as is their capacity to make informed decisions and think independently. Their achievements and contributions to the School are recognised and celebrated. All students are encouraged to participate fully in the life of the School.

2017 has been another successful year with many high points in the areas of academic, religious, sporting and creative endeavours. We hope you enjoy reading of our successes!

### **Parent Body Message**

Once again we have had a very successful year as the 'School Advisory Group'. We are a very active group, giving sound parent advice to the principal and school leadership team. After three years on this advisory group and as my youngest is now heading to high school, I bid farewell to this wonderful school and its community. Thank you all for many years of sharing your support, fun, hard work and a lot of passion with me during the last 8 years. I have loved being a part of this wonderful community and it will always hold a very special and loving place in the minds and hearts of our family. May the School continue to grow from strength to strength under the caring and attentive guidance of the principal and his Leadership team.

### **Student Body Message**

2017 has been another exciting year, our memories will last forever. I'm sure we'll all remember our friends, teachers, and all our lovely experiences here at St Mary's. We've been through a lot, from the start of primary school and now finally to the end of primary school, but it has been so much fun. We're all sad that we have to leave our beautiful school where we've spent seven wonderful years.

We have many people to thank for us being able to be here. Over the years, there have been so many fun experiences and we are all so thankful to everyone at St Mary's including our principal, teachers, students, parents, and helpers, for giving to us, all that we have learnt, the friendships, and lifelong skills. Without you, we wouldn't be the same people we are today, we wouldn't have the same wonderful friends. We hope the future years are kind to our incredible school and every student loves it the way we do!

### **Parish Priest's Message**

The School continues to have an outstanding reputation in the parish and local communities. It is genuinely a Catholic school, caring for students, staff and families from not only the School and parish but the wider community. Its outreach programs are to be admired both here and abroad. We thank the school community for its contributions to parish life and in making a difference to those less fortunate. We look forward to a continuing positive relationship with our parish school in 2018.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Mary's Catholic Primary School Manly, is a Catholic systemic co-educational school.

The School was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly for girls were opened in 1927 and 1932 respectively, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992.

The School currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Manly-Freshwater Parish. The School motto of 'Listen and Love' is a powerful reminder of the Gospel values that help to inspire and guide the school and parish community. The School caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then a single stream in Years 5 and 6.

Parents are very active within the School. This is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and include: speech and drama; band; choir; dance; skipping; Science; Technology; Electronic Music; languages (Japanese, French, Mandarin and Spanish); as well as a comprehensive program within the before and after school care service.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
162	132	35	294

\* Language Background Other than English

School enrolments continued in a stable pattern during 2017 and projections for 2018 are similar. The School continues to monitor enrolments within the small site. International and interstate enrolments continue in a positive trend.

### 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 2017 was 92.27 %. 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
92 %	92 %	94 %	92 %	92 %	93 %	91 %

## 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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	25
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	25
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	30
Number of full time teaching staff	10
Number of part time teaching staff	15
Number of non-teaching staff	5

### 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.

<b>Day 1</b>	Strategic Planning
<b>Day 2</b>	Assessment Data Analysis
<b>Day 3</b>	Assessment Data Analysis



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## SECTION FIVE: MISSION

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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.

In 2017, the religious life of the School focused on Pope Francis' encyclical *Laudato si* - caring for our common home. Staff worked closely with the parish sustainability committee 'eco-operate'.

The whole school community continued to participate in Masses and liturgies throughout the year to celebrate:

- The opening of the school year and commissioning of Year 6 as leaders
- Ash Wednesday, Holy Week, ANZAC Day, Mothers' Day, Grandparents' Day, Fathers' Day
- Remembrance Day, St Mary's Feast Day, Christmas Carols, The Year 6 Graduation
- End of Year Thanksgiving Mass 'Listen and Love'

The school community joins in prayer led by the senior students during morning and fortnightly assemblies. The fortnightly 'value' is also shared with the children at assembly by the Year 6 Mission team. Classes attend rostered class Masses each term. A family Mass is scheduled for the fourth Sunday of each month during term time.

Term 2 began with a Staff Development Day led by the Director of Catholic Earthcare. The purpose of the day was to provide time for staff to understand the transformative message in response to the ecological, economic and social crises we face.

A project planning day was held in June where students met with other students of the twelve northern beaches schools to plan a mission project. The School's project focussed on 'Plastic Free July' with the theme being 'Caring for Our Common Home'. A parent of a student at the School, who is also an Education Officer at Taronga Park Zoo, talked to students about the amount of litter in the harbour and its effect on marine life. Key messages from this presentation can be summed up as (i) reduce plastic (ii) minimise rubbish and (iii) care for the ocean. Key strategies to support this project included working with the environment team to educate the school community about recycling and waste reduction and how to dispose of rubbish in coloured red, yellow and blue bins. In recognition of the work completed to care for the environment, Year 6 students presented the School with a 'vertical garden' coinciding with the St Francis of Assisi Feast day (patron saint of animals and the environment) in October.

Teachers have been given the opportunity to develop their mission formation through the year with courses provided by the Catholic Schools Office (CSO). The mission formation framework has been designed by the CSO to accompany teachers and leaders on their faith journey and to support them in their ministry of Catholic education. At each point along this journey teachers will be invited to renew and deepen their relationship with God and be inspired to live out their vocation as Catholic educators and faith leaders. There will be further opportunities for staff to continue this journey in 2018.

### 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.

Curriculum, Learning and Teaching centred on two main areas (i) developing a deeper and more consistent approach to assessment and (ii) gathering, analysing and planning using worthwhile data. An example of this is how the School used the data obtained from the Extending Mathematical Understanding (EMU) intervention program to inform the learning for 'vulnerable' Year 1 students. Additionally, students in Years 1 to 6 participated in PAT-Maths and PAT-Reading testing in October/November to build a further dimension to the School's assessment data.

A consistent Kindergarten to Year 6 (K-6) approach to programming was further developed and established throughout 2017. This in turn assisted in reviewing and implementing scopes and sequences for each grade K-6 in English, Mathematics and Creative Arts.

Additional focus areas included strategically resourcing English and Mathematics and investigating the various ways technology can enhance learning. The latter included purchasing iPads, chromebooks and laptops with students from Years 4 to 6 being able to enjoy a one to one device configuration to assist with their learning. All other grades have access to various forms of technology. This will continue to be a focus in 2018 as the School explores other technological options and applications that assist students in their learning. Two teachers attained NESA accreditation at proficient level during the year.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76.60 %	55.50 %	0.00 %	10.50 %
	Reading	51.06 %	51.60 %	0.00 %	10.00 %
	Writing	57.45 %	44.60 %	2.13 %	7.50 %
	Spelling	57.45 %	45.60 %	0.00 %	13.10 %
	Numeracy	51.06 %	39.80 %	8.51 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60.71 %	34.40 %	7.14 %	17.50 %
	Reading	57.14 %	37.00 %	7.14 %	14.60 %
	Writing	28.57 %	15.80 %	0.00 %	19.40 %
	Spelling	35.71 %	34.30 %	3.57 %	14.10 %
	Numeracy	60.71 %	27.90 %	7.14 %	14.60 %

### **NAPLAN Comments**

Year 3 - There were positive results in the 2017 cohort, particularly in Grammar and Punctuation. Spelling, Writing and Reading will remain as focus areas with students identified as 'vulnerable' in Reading participating in the Mini-lit and Multi-lit Literacy intervention programs. Students identified as 'vulnerable' in Numeracy will continue to be monitored through the School's Extending Mathematical Understanding (EMU) program.

Year 5 - Reading, Numeracy and Grammar and Punctuation were strengths for the 2017 cohort, however, Writing and Spelling will remain a focus in K-6 in 2018.

Analysis of student performance data enabled staff to collaboratively plan worthwhile learning experiences in order to meet the needs of all students. Monitoring and intervention via the class teacher and learning support team, as well as, close communication with parents, is vital in meeting student needs.

### **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 2017.

### **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 2017. 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 2017 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 2017.

## **Initiatives Promoting Respect and Responsibility**

During 2017, the school's Wellbeing Team, made up of staff and parents, along with the student Pastoral Care leadership team, continued its focus on supporting the wellbeing of students, parents and staff through a range of initiatives including meditation, yoga, art therapy, student counselling, teacher and peer mentoring, the Student Representative Council and friendship coaching programs. Throughout the year, focus days were devoted to National Day of Action Against Bullying, Kidsmatter Day, as well as support for outreach programs via St Vincent de Paul Society and Wesley Heights Nursing Home.

The School values of compassion, honesty, hope, respect, love, service and justice are promoted throughout the life of the School. The School Mission captains lead the School at assemblies to follow these values and staff promote values in classrooms. Signage throughout the School promotes scriptural messages and the School's values.

Student awards are presented weekly. The Positive Behaviour for Learning (PBL) assembly on a Monday, where bronze, silver and gold awards are presented by senior student leaders, is in recognition of students following the behaviour expectations of the School. Friday formal school assemblies, where teachers present students with merit awards based on school rules, school values, and/or academic performance, enable a student's exemplary attitudes and performance to be acknowledged. Twice a term, the school holds a St Mary's Values Award assembly, where students are recognised for following the School's values of honesty, compassion, respect, service, justice, courage and hope.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Senior students take their leadership positions very seriously and fulfil their roles effectively.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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

Priority key improvements in 2017 included:

- Teaching and Learning: Targeted high achieving students were able to articulate their specific learning needs based on teacher feedback. These students demonstrated improvement in these identified areas through work samples.
- Mission: Staff have a deeper understanding of environmental sustainability through a closer examination of Pope Francis' encyclical *Laudato Si*.
- Wellbeing: A new 'St Mary's Core Values Award' has been developed and introduced effectively.

### Priority Key Improvements for Next Year

Priority key improvements in 2018 will be-

- Mission: The School will develop strategies to build a stronger parish-school partnership, for example a continued focus on *Laudato Si* – the parish 'eco-operate' group and the School's sustainability team. The School will work together for the common goal to be a leader in the area of ecological conversion and integral ecology.
- Teaching and Learning: Whole school approaches to writing with proof reading/editing/recrafting strategies will be a focus to support student outcomes.
- Wellbeing: SEL data gathered through the tracking tool and student surveys will inform explicit teaching and learning activities in order to see a reduced number of students with lagging SEL skills.



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## SECTION TEN: COMMUNITY SATISFACTION

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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**

The results of survey data and evidence from focus group conversations have indicated a high level of satisfaction with the School across most major areas of school operations. During 2017, the school conducted a number of surveys to gauge community expectations. On the question of why the School was the first school of choice, parents indicated such things as: quality of learning program, smaller school where students and families are known, wonderful sense of belonging, school reputation and values, student discipline, quality of teachers and principal, genuine warmth for the students by staff.

The School continues to work on efficient and timely communication modes with our parent community. This year, the School launched the St Mary's Manly school app, which includes functions such as the calendar, notifications, news and events, contact points via phone and email, social media links and direct access to the School website. The School also launched an online payment system for parents called Qkr! for fees, canteen, P&F events, to name a few. These initiatives are co-ordinated through the school communications manager.

### **Student Satisfaction**

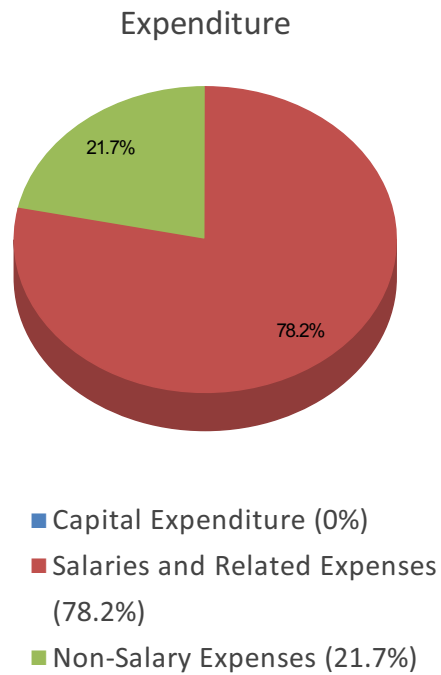
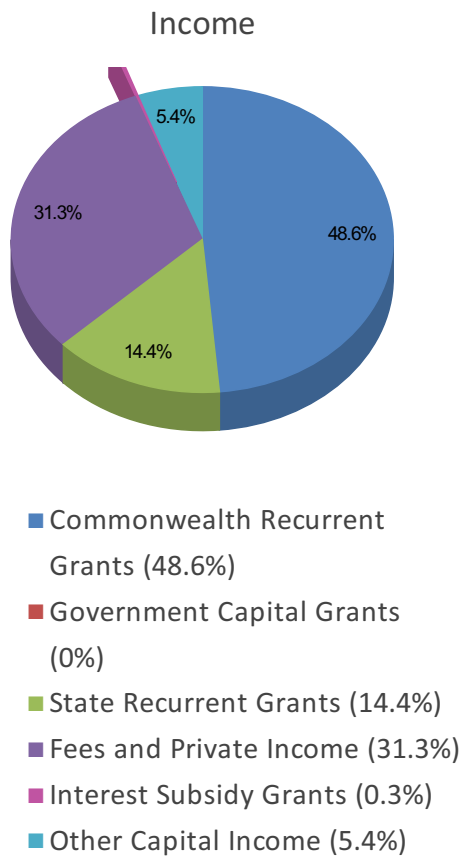
The School prides itself on its attention to the wellbeing of all students. Student responses to surveys and discussion groups, indicate that the majority feel safe and included at school. Students also reported that they can approach staff with any concerns and feel that they have a voice when suggesting improvements, particularly with the Student Representative Council regularly meeting and reporting back. Students commented that they know the School rules and follow them, stating their support for the KidsMatter Framework which includes the Positive Behaviours for Learning program and the School values. Students were involved in the Peer Support Program, KidsMatter Day, National Day of Action Against Bullying and Violence and the Star Weaver Project, which all seemed to have a positive impact on student's understanding of why a peaceful and safe school environment is important for all. Many students commented favourably on the positive role models of our Year 6 students and the active role they play in the School.

## **Teacher Satisfaction**

Staff indicated through written and verbal responses that there was strong support of the school's vision amongst all staff. All staff committed to the School improvement goals, targets and strategies and their understanding of the School's directions were very much evident in staff meetings, interviews and discussions. In a climate of open, honest communication, staff opinions were highly valued in all strategic decision making processes within the School, particularly in the areas of learning and teaching, pastoral care and Catholic life and mission.

## 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	\$1,663,987
Government Capital Grants	\$0
State Recurrent Grants	\$492,900
Fees and Private Income	\$1,072,937
Interest Subsidy Grants	\$10,915
Other Capital Income	\$185,025
<b>Total Income</b>	<b>\$3,425,764</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$776
Salaries and Related Expenses	\$2,526,276
Non-Salary Expenses	\$701,555
<b>Total Expenditure</b>	<b>\$3,228,607</b>