



2019

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Mr Todd Vane-Tempest

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About this report

Our Lady Star of the Sea 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

The 2019 school year was a successful year at Our Lady Star of the Sea. The school continued to build on the strong foundations established in recent years rather than implementing new initiatives in their own right. Highlights included continued success in developing a thinking culture within the school. There was a particular focus in Mathematics through the Encouraging Persistence and Maintaining Challenge Initiative in its second year, along with a focus in Religious Education and more broadly in the use of technology to support children making their thinking visible in ways beyond the traditional classroom.

Our Catholic Life and Mission continue to be strong with many continued initiatives providing opportunities for students to reach out to others. This included the work done by our Mini Vinnies Group who have raised awareness and collected items to support less fortunate in our community. Our school choir regularly visits nursing homes and entertains elderly residents. We also have a strong tradition of celebrating liturgy as a community with great enthusiasm and energy.

Pastoral Care and Student Well-being was a strong focus in the school with the introduction of a school-wide positive behaviour matrix. This also included weekly lesson focuses for the students along with opportunities to acknowledge students who successfully demonstrated these values.

We were delighted to present a dynamic and entertaining musical “Cinders- a Charming Tale” that showcased the amazing talent we have in the Creative Arts domain. This was also a wonderful community event that was enjoyed by the school and parish community.

It is with great pleasure we present the 2019 Annual School Report to you. I hope this report not only provides some snapshots of 2019, but also a sense of who we are as a community, what we value and what we believe.

Parent Body Message

During 2019, the P & F in conjunction with the Parent Advisory Council achieved many goals. These included working with the school leadership team to implement the Positive Behaviours for Learning initiative including presenting the community with the Safe and Respectful Learners matrix. This initiative was well supported in partnership with the school with parent workshops focusing on positive behaviour support through common values and language between school and home. Other initiatives include upgrading facilities with new

basketball and netball posts and marking of carpark; delivery of an 'Active Kids Play Soccer Program' and Soccer Skills Program.

The parent volunteers who donate their time, hearts and often labour is an obvious strength for the advancement and betterment of the school community and continues to be greatly appreciated. Ongoing committees and events that become the fabric of parent and student interaction include Mothers & Father's Day Stalls, Second-hand Uniform Store, School Discos, Class Parent Networks, Welcome BBQ's and Care Group activities. The class/parent network was also leveraged to provide additional support to the very successful performing arts program that delivered 'Cinders - A Charming Tale' to rave reviews by the local school community.

Reflecting on the year of 2019, there has been much that has been achieved for both our school and community. There should be a great deal of pride in all that has been accomplished and what can be achieved together. The many initiatives stated above wouldn't progress past conception without the advocacy, groundworks and execution by the parent body. In achieving this, it is hoped the foundations laid continue to grow and foster an even larger parent group that is engaged and involved in our school community.'

Student Body Message

2019 was a very successful year for our school. As leaders, we had many opportunities to support our school and develop ourselves in leadership. A highlight for this was the Year 5 Leadership Camp where we went together as a group to learn about ourselves as leaders, including going outside our comfort zone. Our Year 6 students also had the opportunity to show prospective parents around our school at our Enrolment Information Evening and this was very well received with great feedback.

2019 saw continued opportunities for students in digital learning with the work in our BYODD iPad initiative. A focus on developing a communications hub in the library was given to Years 4-6 students with opportunities to engage with wider audiences from the community through audio and video podcasts.

Our school and we had a wonderful student assembly and Family Mass as part of this visit. Also in Term 3 we held our school musical Cinders-a Charming Tale. This involved every student in the school and was an overwhelming success with five performances. Overall it has been a very successful year at our Lady Star of the Sea.

School Features

Our Lady Star of the Sea Catholic Primary School Terrigal is a Catholic systemic co-educational school. Our Lady Star of the Sea Catholic Primary School is a three stream K-6 school. The school serves Catholic families from Terrigal and surrounding suburbs within the boundaries of Terrigal - Erina parish. The school opened in 1979 in the heart of Terrigal, opposite the Skillion and The Haven.

In 2001, through the hard work of then parish priest Father Carol Grew and the generosity of the parish community, the school relocated to the new site, in a rural setting, situated on Serpentine Road Terrigal. The school continues to experience strong growth with high enrolment demand. This is testament to the wonderful reputation and success of the school and wider community. The enrolment growth has meant that in 2018 there will be four kindergarten classes and this is something the Catholic Schools Office will be monitoring closely with us as we plan the future.

The school has a very active parent community that also extends into the parish community. In 2017 the parent advisory council continued to operate and this was extended as part of the Parents and Friends (P&F) association. The school has a set of core values as they relate to curriculum, policy and practice. These values are often referred to and permeate life at Our Lady Star of the Sea:

- Belonging
- Faith
- Mission
- Respect
- Learning

We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child and then teaching every individual, building on his or her gifts and the important work of parents. We embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future. We don't however, merely measure our success in purely academic terms. Learning in our community is characterised by nurturing the growth of the whole child: mind, body and spirit. We strive to instil gospel values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

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
254	309	38	563

* 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 92.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.47	93.53	93.51	92.25	93.37	92.34	91.11

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	45
Number of full time teaching staff	18
Number of part time teaching staff	19
Number of non-teaching staff	8

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: Overview of the year ahead

Day 2: Mathematics Assessment Interviews and analysis

Day 3: Staff spirituality day

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.

School enrolment processes continued a strong reflection of the inclusive parish-school relationship. The enrolment information evening featured a valued and visible presence by parish staff, including our parish priest. Reconciliation and regular grade-parish Masses also continued, with practice refined so that classes simply attended as parishioners, rather than establishing onerous expectations on class teachers, making this practice more sustainable. Grades were rostered to participate in both Eucharistic experiences; this was well received by the broader faith community of Terrigal parish, as well as providing regular opportunities for the children.

A significant initiative that was commenced in 2016 was the establishment of the Jack Costa awards for Catholic Life and Mission after long serving parishioner and friend of the school, Jack Costa passed away. During the annual Rosary procession in October (which had been inspired and established by Jack as an annual event), the occasion was marked by including nominees for these awards among a small number of students that occurs annually.

The school also continued its support for the parish sacramental program in 2019. Among others aspects of Catholic Life and Mission, our school consolidated its work with Mini Vinnies. This small outreach group represented the school at a number of events within the St Vincent de Paul society, and organised events such as the Winter and Christmas appeals, both of which were very successful.

In addition, the school continued to celebrate a number of class-based and school-based liturgies. These included beginning and end of year masses, Ash Wednesday, Grandparent's day, Holy Week, Easter, Mother's day, Father's day, Year 6 graduation and Feast of the Assumption to name a few. We also had a number of small prayer focuses during Lent and Advent. We expect to continue these in 2020.

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.

The BYODD iPad program in Years 4, 5 and 6 continues to be a significant initiative within the school. Now moving into its fourth full year, the initiative built on the foundations of pilot programs and community consultation in 2014-15 and much of its success can be attributed to long term planning based on research and trials. Students in Year 4 to 6 had their own iPad and classroom learning is geared accordingly. Two school ICLT Coordinators along with other key personnel who are certified Apple iPad Teachers work with staff who in turn contextualised the professional learning (PL) in each class according to confidence levels, competencies and student needs.

The approach has been across all classrooms K-6, in order to build capacity for both students and staff across the school. This was aimed at developing a natural sequence and learning environment, in which BYODD is but one aspect. Approaches to learning utilised the SAMR model (Dr Ruben Puentedura) to examine how pedagogy can be transformed, and it closely followed the outline in the 2015 school document, "Our vision for learning in the 21st century".

During 2019 a model of learning support has continued to be implemented in Year 1 and Year 2 through an innovative literacy intervention program. The focus in Year 1 was targeting students in reading instruction, whilst Year 2 had a focus in both reading and writing. Student data was obtained to identify students, and the program was integrated over three days per week in close collaboration with the Year 1 and Year 2 teachers. Student assessment gains indicate strong success of the program with this model to be continued as part of the learning support model in 2020.

The Encouraging Persistence Maintaining Challenge in Mathematics initiative was extended to Stage 2 classrooms in 2019. This initiative seeks to develop a deep understanding of Mathematical concepts and appreciates how these concepts are interrelated, can be applied to everyday thinking and influence decision-making. In doing so, they will become adept and skilled Mathematicians and numerate 21st century citizens.

The Extending Mathematical Understanding (EMU) program also continued in 2019. Intervention took place for a small number of Year 2 students for two terms (before school) along with targeted Year 1 students for early intervention.

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	80%	59%	1%	10%
	Reading	72%	54%	1%	10%
	Writing	77%	55%	0%	5%
	Spelling	61%	52%	6%	11%
	Numeracy	56%	42%	4%	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	39%	37%	5%	17%
	Reading	45%	38%	4%	12%
	Writing	16%	19%	7%	18%
	Spelling	37%	38%	6%	13%
	Numeracy	25%	32%	8%	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

During 2019 there were a number of processes that promoted respect and responsibility for our students. The KidsMatter framework remained central to many of these. There was a significant attention given to refocusing on the school values through a Positive Behaviours for Learning initiative and introduction of a Behaviour Support Matrix. Weekly school focuses through the school rule 'We are Safe, Respectful Learners' included a range of themes whereby students were encouraged to show initiative, support the classroom environment and promote a safe class and school.

Weekly awards under the umbrella of KidsMatter were presented in class, and the focus for the week was discussed at class level by teachers and students on a scheduled, regular basis. A further initiative promoting respect and responsibility was the student leadership model for Year 6. In 2019 the school continued Year 5 leadership camp. This was part of a process where students engaged in leadership formation in both theory and in practical terms, as they assumed leadership responsibilities and tested their own character.

Year 6 students contributed on a number of occasions to the school, with their generous support as tour guides at the Enrolment Information Evening in March being widely acknowledged. This was the single most affirmed aspect of this process with prospective parents most impressed by the pride, articulation and confidence that students at OLSS exhibit.

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

In 2019, the School Improvement Plan (SIP) reflected ongoing priorities from previous years. In line with these directions, priority key improvement targets for 2019 were:

- **Mission:** Students are able to recite formal/traditional Catholic prayers and make connections with the tradition and spirituality of these prayers. This was achieved by supporting staff in their awareness of Catholic prayer traditions and its links to scripture and providing Professional Learning on Godly Play and other resources for teaching prayer particularly through the Rosary prayer. When drawing on these this gave staff the confidence to engage students in prayer.
- **Learning and Teaching:** At least 50% of students in Stages 2 and 3 can author multi-media presentations demonstrating learning to broad audiences within and beyond the community. This was achieved by providing staff with Professional Learning opportunities on digital communication through audio and video pod casting and the use of green screen technology.
- **Pastoral Care and Wellbeing:** Students identified by teachers will move at least 1 SEL level in self-awareness and self-management on the SEL continuum. This was achieved by teachers tracking identified students on the SEL continuum, tailoring learning opportunities for these students and reviewing the student progress.

Priority Key Improvements for Next Year

Supporting the school's directions, the SIP has targeted the following for 2020 priority improvements:

- **In Mission:** 80% of Stage 3 students will be able to link a range of Catholic charitable agencies and their works to their Gospel Mission stories, and some will be able to relate to their own life experiences. This will be achieved by reviewing current Social

Justice and outreach initiatives to ensure any curricular and extra-curricular outreach/ social justice planning is coordinated / streamlined across the school.

- In Learning and Teaching: 75% of students in Stages 2 and 3 will be able to demonstrate how knowledge of coding contributes to broader understanding of Science and Maths in practice.
- In Pastoral Care and Wellbeing: teacher identified students will move at least 1 SEL level in social-awareness and relationship skills. This will be achieved by continuing to use the data tracking tool for identified students reflecting teacher assessments of student SEL and provide appropriate learning opportunities to improve skills.

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

2019 saw the continuation of the school 'Parent Advisory Council'. This provided a formal opportunity for parents to engage in the school. Anecdotally, through this body and beyond, there was widespread support expressed for the school and its strategic directions. Parents articulated great pride in a range of aspects of school life, especially components such as the broad sense of belonging in the community. Parents also expressed their valuing of the school-parish partnership and the emphasis on learning for all students and the strategic directions of the BYODD iPad initiative and the Positive behaviour Support initiative. The parent body overall reported a very strong sense of connection with and support for the school; they seek to continue this into 2020.

Student satisfaction

A range of leadership opportunities existed for students in 2019, among which was the Student Representative Council (SRC). Through this body, students reported a strong sense of collaboration with the school, including the opportunity to formally contribute to major decisions. Students also reported being appreciative of the caring nature of staff that are fair and worked hard to make the school positive, safe and appropriately challenging. The student body also appreciated the efforts of the school leaders and teachers in the Positive Behaviour Initiative initiative, and leadership opportunities for all students, especially senior students in the school through initiatives including Peer Support and Buddy program.

Teacher satisfaction

During 2019, as part of an annual review and consultation with each individual staff member, feedback was gained and professional goals for the year ahead were set. In the feedback, staff members expressed that they felt known and respected for the positive contribution they make. They appreciated the appropriate acknowledgement of the workload demands in their role as teacher at the school. Staff were particularly pleased with the work with student management and behaviour support and the strategic directions the school took in 2019. Overall staff feel valued by the community at large and this in turn was a strong source of support and trust with the work in partnership 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	\$3710283
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1051124
Fees and Private Income ⁴	\$1420944
Interest Subsidy Grants	\$11428
Other Capital Income ⁵	\$274384
Total Income	\$6468163

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$33669
Salaries and Related Expenses ⁷	\$4945748
Non-Salary Expenses ⁸	\$1497026
Total Expenditure	\$6476443

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