

2017 Annual School Report

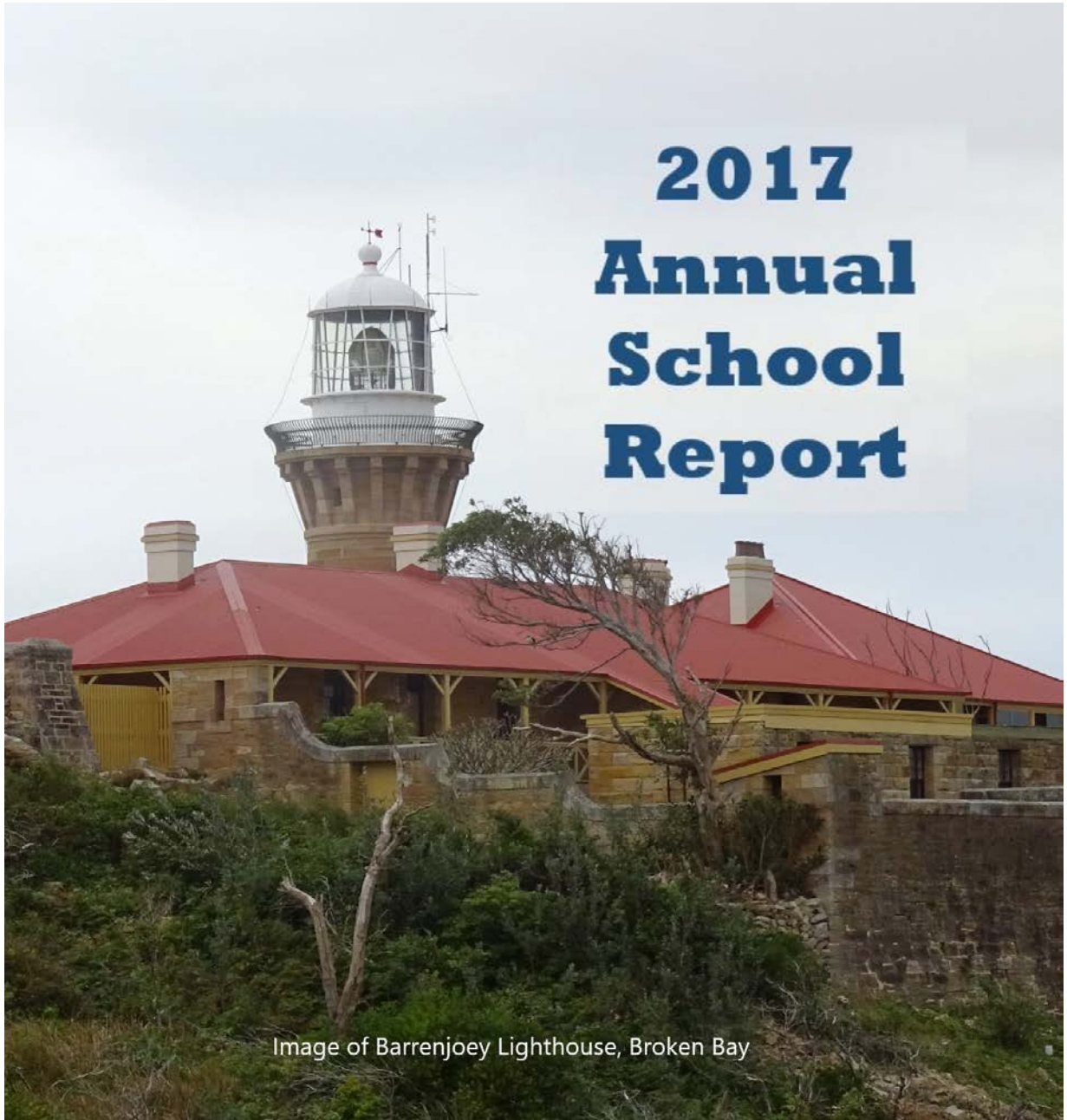


Image of Barrenjoey Lighthouse, Broken Bay



St Thomas' Catholic Primary School, Willoughby

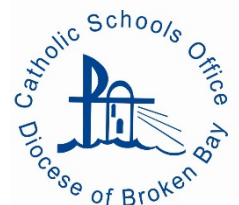
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ABOUT THIS REPORT

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

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

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2017 has been another highly successful year for the St Thomas Catholic Primary School community. This report provides an overview of activities and events during the 2017 school year which contributed to the achievement of our goals and the continued development of our Catholic school community.

2017 was a full and eventful year and we are proud of the broad range of our successes. These included excellent NAPLAN results, development and implementation of the inaugural *Signature Science, Technology, Engineering and Mathematics (STEM)* units K-6, successful debating teams in the Independent Schools Debating Association and Sydney Debating Network competitions, sports representation at state level, and an outstandingly successful Art and Craft show.

The thoughtful, ongoing implementation of technology to maximise engagement and learning has been a notable success at the School.

Parent Body Message

The Parents & Friends Association (P&F) delivered on its objective to develop a strong school community and foster relationships between parents, School and Parish. The Federal Government school funding challenges saw the P&F collaborate with the Catholic Schools Office, Diocesan representatives and our principal to engage with government around the proposed impacts of funding model changes for our School.

From the social functions of tissues and champagne welcome for Kindergarten parents, through the various Masses, morning teas, welcome party and fundraising events, the P&F's network of volunteers did an outstanding job of coordinating these occasions.

The pastoral care committee, supported by parent volunteers, delivers on the core objective of caring for the community. The overwhelming volunteer assistance offered by families is a credit to the strength of the fabric of our community.

The annual Art and Craft show held in October was a success. The show delivers on the objective of collaboration between parents and supporters and is a major financial benefit for the School, in addition to promoting an atmosphere for families to work together.

Student Body Message

2017 has been an exciting and busy year. The school captains attended an event to meet Bishop Peter Comensoli and two of the school captains were lucky to have the incredible opportunity to receive a leadership award from the state premier, Gladys Berejiklian. The environment team held a robot competition where all students in the school could create a robot by recycling household products. The Tech Team made all the assemblies run smoothly by coordinating all the technology such as microphones, computers and filming. The social justice team held a few crazy dress up days dedicated to the less fortunate people of Letefoho. The music and library teams assisted teachers in these areas and added to the smooth running. The Sports Captains contributed to make this a great year of sport. 2017 has been a fabulous year for everyone!

Parish Priest's Message

In 2017 I have enjoyed once more being part of the life of St Thomas' School by celebrating various whole school Masses, Year Masses on a Sunday, Thursday Mass in the parish church with students and our weekday Mass community, and the sacrament of Reconciliation afterwards. I also enjoyed the opportunity of visiting each classroom a couple of times during 2017 to get to know the children better. A highlight each year is being with the children for Confirmation with Bishop Peter and then celebrating their First Reconciliation and Communion.

The school Art and Craft show is "something to behold" and to ponder the great work done by so many. It is also a great occasion of celebration for parents and children alike.

I give thanks to God for those who have supported the learning of our children: parents for encouraging their children to get to school each day and helping with homework; and wonderful teachers for helping the children to use wisely their time at school.

All the families in our parish are in my prayers but particularly those associated with St Thomas' School Willoughby.

SECTION TWO: SCHOOL FEATURES

School Features

St Thomas' Catholic Primary School Willoughby, is a Catholic systemic co-educational school.

The School provides for the educational needs of children from Kindergarten to Year 6 and draws its enrolments primarily from the Parish of the Lower North Shore. The School is established in an attractive setting with a challenging and stimulating outdoor play environment.

The School was founded by the Sisters of Saint Joseph in 1928 and the School's recently developed vision statement draws on the Josephite charism: *St Thomas' Catholic School, Willoughby, exists to educate and form students in Catholic discipleship by creating a place where students: grow in their relationship with God; strive for excellence in the development of the whole person in the context of contemporary life; and reach out through service to others.*

The School's rich and broad curriculum offers a diverse Creative Arts program including senior and junior bands and choirs, instrumental tuition, biannual whole school musical, inter-school debating and a variety of competitive and experiential sporting events. Students debate for Monte Sant Angelo Mercy College, North Sydney in the Primary A and Primary B divisions of competitions where primary teams are a prerequisite of inclusion. Lunch clubs include double dutch skipping, chess, library, jazz improvisation and sport; these activities provide additional stimulation for all grades.

A rich musical environment is provided through junior and senior choirs as well as recorder and keyboard lessons. Our training and concert bands are provided as extra-curricular enrichment.

The School has undergone a major upgrade over the last few years. All classrooms have large touchscreens, ipads and laptop computers. The School has an extensive playground and sports equipment and abundant shade provided by five magnificent Moreton Bay fig trees and two large, all-weather structures. The School's media centre, based in the new School library, has every facility to assist learning.

SECTION THREE: STUDENT PROFILE

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
175	162	54	337

* Language Background Other than English

There has been a slight decrease in student numbers in 2017. The retention rate for boys in Years 5 and 6 continues to reflect strong community confidence in the School being able to offer a progressive education well suited to boys in these senior years.

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 94.36 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	95 %	94 %	94 %	95 %	94 %	95 %

Managing Student Non-Attendance

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

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

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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:

Total number of teaching staff by NESA category	21
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	21
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
Total number of staff	25
Number of full time teaching staff	14
Number of part time teaching staff	7
Number of non-teaching staff	4

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Mathematics - MAI data, analysis and models for enrichment and adjustment
Day 2	English - oral language - Sheena Cameron and Louise Dempsey
Day 3	Spirituality - Strengthening discipleship through faith and action

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The Sisters of St Joseph from Mount Street, North Sydney were the foundational teachers at the School. Their continued presence until 1979 gave the School a charism that is still alive today. Therefore, St Mary MacKillop has a special place in the School's ethos and her feast day is celebrated every year.

The School has a rich liturgical and educational program for all students, staff and the community. Throughout the year the School gathers to celebrate feast days and special events in the tradition of our faith. Each grade has an opportunity to prepare one of the Masses or liturgies and to participate in a more active way. The celebration of whole School Masses and class Masses throughout the year provides opportunities for each child to contribute meaningfully and to respond to the call for Catholic discipleship. The opening School Mass and grade Masses are held on Sundays, while others are held on Thursdays (such as Grandparent's day, Mother's day, Father's day). Attendance at weekday Masses with the Parish, to enable students to understand the different ways in which Mass can be celebrated, is also a feature.

Environmental teams, Liturgical teams and Social Justice teams are among the varied roles for leadership in Year 6, as well as opportunities for student voice to be heard and acted upon through the Student Representative Council (SRC) with representatives from Kindergarten to Year 6 led by the school captains.

The Parish based Sacramental Program is fully supported by the School, with many parents volunteering to lead groups. The School prayer is prayed on a regular basis and the [Ignatian Examen](#) is practised to help students to identify and strengthen their own relationships with God and others.

All staff are encouraged and supported to extend their religious and theological knowledge through further education. The School engages staff in ongoing adult faith formation through spiritual retreat days and staff meetings. The parent and Parish community are also invited to spiritual retreat days held twice a year on the School premises with free child minding offered.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In Term 4, 2016 Catholic Schools Office staff provided support for the development of Geography units. These have been successfully implemented in 2017.

The School Advisory Team continued their work on providing support to the school in order to foster an effective cross-curricular model for the provision of Science, Technology, Engineering and Mathematics (STEM). The team has mapped a three year strategy for further development of student engagement in quality STEM opportunities. In 2017 the team has reviewed existing patterns of STEM study; they surveyed parent opinion about this important area at the start and end of 2017 to track the community's view of the school's priorities and actions. We have successfully completed our first STEM week. Using the Project Based Learning model, teachers designed and implemented a STEM unit. The School provides technology-rich, real-world, long-term problem solving opportunities across a wide range of skill areas to engage students in sophisticated, challenging learning. The School selected [Project Based Learning](#) because of its strong emphasis on developing students' capabilities in the areas of critical thinking, problem solving, creativity, curiosity, interpersonal and communication skills, self-regulation, grit, entrepreneurial skills, teamwork and craftsmanship. This culminated in a wonderful open classroom experience for students and parents alike. Feedback, provided by the schools our graduating Year 6 students move on to, is that our students manage the transition to a new site and new requirements with ease due to their PBL experiences.

Each year, the School attends a Curriculum Focus Day (CFD) along with other schools in the Diocese. These days engage teachers in discussion not only about regulatory requirements but also about the quality of teaching and learning experiences. At each of these days, the School has received favourable reports with regard to its practice. One such report noted that 'student work samples in both English and Mathematics reflect a consistent understanding by teachers of the purpose of assessment in the teaching/learning cycle'. This reflects the emphasis the School has placed on assessment to improve student outcomes over time.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	88.00 %	55.50 %	0.00 %	10.50 %
	Reading	72.00 %	51.60 %	2.00 %	10.00 %
	Writing	70.00 %	44.60 %	0.00 %	7.50 %
	Spelling	60.00 %	45.60 %	0.00 %	13.10 %
	Numeracy	68.00 %	39.80 %	0.00 %	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	66.67 %	34.40 %	12.50 %	17.50 %
	Reading	75.00 %	37.00 %	4.17 %	14.60 %
	Writing	37.50 %	15.80 %	4.17 %	19.40 %
	Spelling	54.17 %	34.30 %	8.33 %	14.10 %
	Numeracy	66.67 %	27.90 %	4.17 %	14.60 %

NAPLAN Comments

Analysis of the 2017 NAPLAN data indicated a number of key strengths while also assisting in the identification of future directions for growth.

Although the School's trend data, using the statistical mean, shows some minor cohort-driven fluctuations over the past seven years, the results remain well above system and state levels. Significant improvement has occurred in all test areas in the percentage of Year 5 students achieving Bands 7 and 8. In Reading, Writing and Spelling a significant increase in students attaining the top band, Band 8, was achieved.

Year 3 results in Numeracy were very strong with increased achievement of Band 6 results. Literacy results were not as strong as would have been expected and pose some interesting questions to be investigated and professional learning to be reviewed.

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

Student leadership continues to be a significant highlight of School life in 2017. The Year 6 cohort showed strong leadership, especially in their management of the Student Representative Council (SRC). Issues expressed by class groups in their class meeting are brought up for discussion at the fortnightly SRC meetings. Class representatives who attended the SRC meetings were selected for the term. Every class was skilled in conducting a class meeting by the school captains at the beginning of the year. This gave students a voice and the opportunity to discuss solutions to the problems that were presented, including care of school resources and adherence to School rules.

Each Year 6 student had a leadership role with specific responsibilities as well as opportunities to make suggestions to further enhance their role. This on-going initiative, developed over the past six years, has promoted respect and responsibility among the group.

Respect and responsibility for students as learners as well as members of the School and Parish community is encouraged. One of the ways that this is demonstrated is through the fundraising for charitable organisations that occurs within the school student body and the awareness raising that occurs through these initiatives.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2017 the School achieved the following improvements:

- As part of our Outreach, Year 6 visited local nursing homes, where they sang and interacted with the residents of the homes. Fundraising for Timor Leste and Project Compassion continued, as well as two teachers visiting our sister parish in Timor Leste.
- With the leadership of the School Advisory Team, the school has engaged in developing STEM units for our STEM week in Week 8 Term 4. This has involved PL on the teachers' part, and a focus on creative and critical thinking on the students' part.
- In our PL in SEL, all classes tracked their students' SEL competencies on a continuum. The competencies that were identified as areas needing development were then explicitly incorporated in the STEM week program and integrated into the design of daily classroom learning.

Priority Key Improvements for Next Year

In 2018, the School improvement goals are:

- Provide opportunities for students, parents and staff to be authentically engaged in Outreach and establish a Mission committee to review and consolidate existing Outreach opportunities
- Review scopes/sequences to incorporate STEM focus and further PL in creative and critical thinking for teachers
- Review school spaces & human resource allocations to facilitate student self-management options

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

As the School Advisory Team is currently focussing on the STEM area, a survey to guide our work was conducted early in 2017 and a follow up survey was completed in late 2017. The results of the survey showed an increased awareness of the the role of STEM education in preparing students for the future; they also showed that parents at St Thomas' feel their children are engaged in a wide range of school activities and would encourage more opportunities for STEM to be explored within the curriculum.

Anecdotal parent feedback, after the Signature STEM units open classrooms, was highly positive. Parents spoke about the quality and quantity of children's sharing at home about what they were learning at school.

During a period of immense pressure on enrolments due to funding issues and increased school fees in 2017, St Thomas' managed to end the year without having lost enrolments. This outcome appears to be directly related to the degree to which the community is happy with the work that the School is doing.

Student Satisfaction

The SRC continues to be a clear indicator of student satisfaction; through this group, the students feel that their concerns are heard and responded to in a timely fashion. Educational improvements to the School have helped the student body feel proud of being a part of the school community. The addition of playground activities has seen many of the younger students engaged in activities for longer periods of time during breaks. Senior students expressed a greater desire to remain at the School for Years 5 and 6 as they are confident that the quality of education offered here is excellent.

Teacher Satisfaction

Teacher satisfaction is surveyed annually with the degree of satisfaction around the setting and meeting of teachers' individual learning goals rated as high in 2017. Many teachers rose to the challenge of moving grades and have expressed an interest in consolidating this year with further experience in the same grade in 2018.

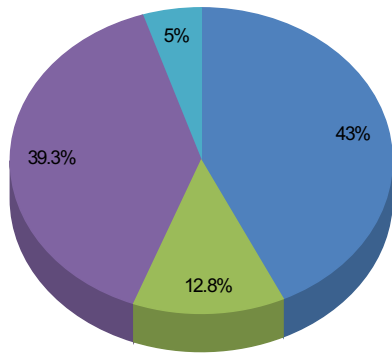
The School has a low staff turnover each year, with many staff seeking and receiving opportunities to lead projects throughout 2017, and assuming temporary leadership team roles in an acting capacity.

Part-time staff members from last year have specialised their teaching successfully, leading to the Music program flourishing and the library program complementing classroom teaching.

SECTION ELEVEN: FINANCIAL STATEMENT

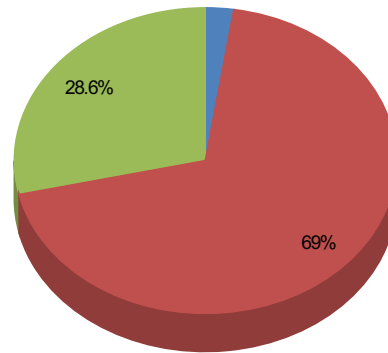
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (43%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.8%)
- Fees and Private Income (39.3%)
- Interest Subsidy Grants (0%)
- Other Capital Income (5%)

Expenditure



- Capital Expenditure (2.4%)
- Salaries and Related Expenses (69%)
- Non-Salary Expenses (28.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,782,110
Government Capital Grants	\$0
State Recurrent Grants	\$530,620
Fees and Private Income	\$1,629,623
Interest Subsidy Grants	\$0
Other Capital Income	\$206,506
Total Income	\$4,148,859

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$96,984
Salaries and Related Expenses	\$2,801,631
Non-Salary Expenses	\$1,158,840
Total Expenditure	\$4,057,455