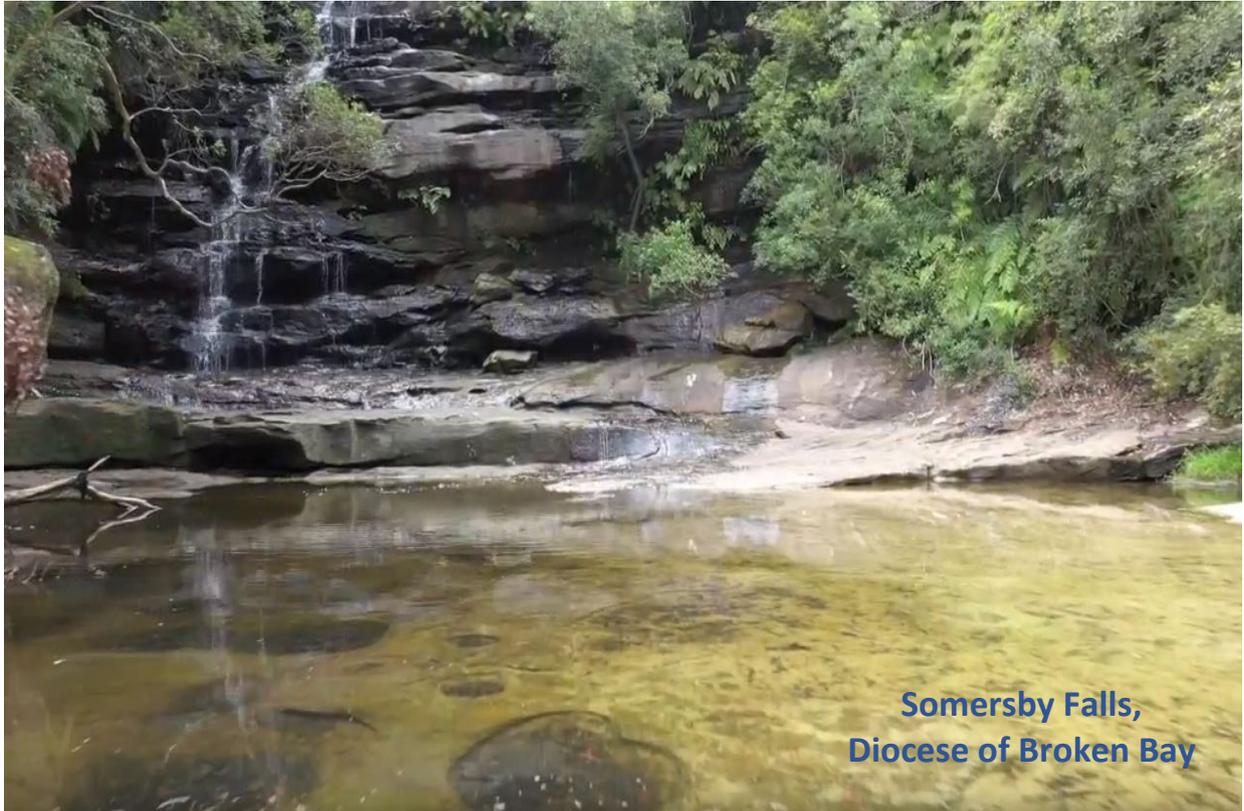


2018 Annual School Report



St Rose Catholic Primary School, Collaroy Plateau

8 Rose Avenue, Collaroy Plateau 2097

Principal: Mrs Josephine Vescio

Phone: (02) 9982 1467 Fax: (02) 9971 5560

Email: srcp@dbb.catholic.edu.au

www.srcpdbb.catholic.edu.au



ABOUT THIS REPORT

St Rose 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](#).

Principal's Message

The 2018 Annual School Report for St Rose Catholic Primary School is a reflection, evaluation and celebration of the events, achievements, developments and challenges that contributed to the continued progress of the School as a learning community committed to a quality Catholic education.

This report highlights in particular the school community's continued commitment to:

- the learning framework that enabled student agency in particular through the use of STEM tools and the Feathertail Glider project
- service through a variety outreach and charitable works including Project Compassion, Catholic Mission and the community of Candela (Peru) as well as the fundraising for farmers in need
- student wellbeing through the Positive Behaviour for Learning (PBL) and pastoral care programs to support happy children
- parent engagement through various modes of delivery including online and interactive school involvement, offering a variety of information and education sessions to support student learning
- professional learning in the area dyslexia and literacy and our ongoing commitment to the *St Rose Learning Framework*.

Parent Body Message

Parents were surveyed about the partnership between parents and the school. The following summarises the comments:

- approachable staff
- effective communication and follow up procedures
- the use of social media supports engagement and updates are welcomed
- the small school enables for closer relationships between the members of the school community
- a variety of avenues to engage in the school
- transparent and consultative processes
- agile environment.

Student Body Message

Student leaders were surveyed about what opportunities have engaged all students this year at St Rose.

In the area of Curriculum:

- maths challenge
- debating
- Bishop's art prize
- writing competition
- transition to high school program
- public speaking
- Christmas play
- choir
- band
- sports clinics and gala days
- ICAS Competitions.

In the the area of Mission:

- mission Mass
- leaders' Mass
- Mini Vinnies
- fundraising for Caritas, Catholic Mission and St Vincent de Paul
- family, class Masses and special day liturgies.

In the area of Student Welfare:

- buddy program
- peer support
- lunch clubs (garden, games, STEM, library, chess and art)
- camp
- *Rock and Water*
- meditation
- martial arts.

SECTION TWO: SCHOOL FEATURES

School Features

St Rose Catholic Primary School Collaroy Plateau, is a Catholic systemic co-educational school.

The School is located in Collaroy Plateau and forms an integral part of the Lakes Catholic Parish. In 1971 the late Father Norman O'Grady founded the school in a small house with one Kindergarten class and an enrolment of sixteen children. A classroom block was completed in 1973, and the first appointed Principal took office. By 1976 the School was fully operational with seven classes from Kindergarten to Year 6. Coupled with the commitment to and recognition of a vibrant learning environment, the school is a well maintained modern environment.

The facilities include administration offices, staff rooms, technology centre, library, hall, toilet block, canteen, undercroft area and resource rooms. All outdoor areas are surfaced for play and landscaped. Classrooms have air conditioning and interactive whiteboards. The School has three water tanks and a flower and vegetable garden. A variety of co-curricular activities such as band, choir, chess, peer support, *Rock and Water* program, meditation, music, instrument tuition, dance and karate are offered.

Currently, the School has a healthy enrolment of nine classes with students from families within the Parish. The School has no history of religious staff. However, there has always been tremendous support from the parish, clergy and parishioners.

Unique to the School is the *Transition to High School program* that prepares the School's 'seniors' in a quasi-high school setting, using strategies to develop independence and responsibility.

The School prides itself in offering opportunities, through an inclusive approach to students who have learning support needs. Staff are supported to enable engagement and success for students so that they are transitioned into mainstream classes positively. Enrichment and differentiated learning opportunities are embedded into teaching programs that meet the individual needs of all students to foster new experiences. The *St Rose Learning Framework* guides staff to develop learning pathways to address overarching concepts that are drawn from the syllabuses. The *Concept Learning Pathway (CLP)*, formerly known as a unit of work, ensures student engagement in authentic learning experiences which are informed by student voice, driving inquiry learning to be purposeful and relevant in the context of their environment.

The Parent Engagement Network (PEN) engages with the School, collaborating to support student learning and fostering a positive school community. The School motto, '*Constant and True*' is core to our way of being and doing, reflecting a pursuit of excellence in learning, commitment to faith and service to others.

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 2018. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 108 | 110 | 54 | 218 |

* 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 2018 was 93.73 %. 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 % | 93 % | 96 % | 94 % | 94 % | 94 % | 92 % |

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

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: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. 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.

The following information describes the staffing profile for 2018:

| Teaching staff breakdown at this School | Number |
|---|--------|
| Total number of staff | 20 |
| Number of full time teaching staff | 10 |
| Number of part time teaching staff | 5 |
| 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.

| | |
|--------------|--|
| Day 1 | Strategic Planning: Policies and School Improvement Plan reviewed with the staff to determine priorities for 2018. |
| Day 2 | Writing workshop with Sheena Cameron and Louise Dempsey exploring best practice in English pedagogy. |
| Day 3 | Religious Education Spirituality Day: Aboriginal spirituality and scriptural storytelling. |

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.

In 2018, the School's target was for 95% of students to identify with their own Parish and by the end of 2018, 20% of students to actively participate in a weekend Parish Ministry. The School's two Mission strategies to achieve this target were:

- for the REC and other school staff members to work in collaboration with the Parish Priests and Parish Staff, to invite and provide opportunities for our students to participate in a Parish Ministry (Altar Serving, Music, Hospitality, Liturgy of the Word, and Communication)
- to implement and undertake a *Parish Connection Survey* with students and parents in order to collect data.

Working in partnership with the Parish Priests and Parish Staff played a vital role in students being given the opportunity to participate in a weekend Parish Ministry. We now have many students, who actively participate as Altar Servers, Junior Cantor Singers, Readers and IT Technicians. The students involvement in the weekend masses, has resulted in encouraging parents to also grow in their faith engagement and development.

By implementing and conducting an online *Parish Connection Survey* for parents and students in Year 3-6, 97% of our students were able to identify as belonging to their own parish and 24% of our students were actively involved in a Parish Ministry. The School will continue to be a supportive link in connecting students and families closely to Parish Life.

In 2018, students and staff expressed and gave witness to their Catholic identity in various ways. The School has continued to strive to form strong partnerships in the local Northern Beaches community and the broader community including Candela (Peru). The School implemented a range of social justice initiatives through their 'Mini Vinnies' (Social Justice Group), with some of the organisations the school supported being St Vincent de Paul, Caritas Australia and Catholic Mission.

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.

Student engagement with Science and Technology was a strong feature of the year. One highlight was the Stage 2 program where students undertook an in-depth study of wildlife conservation in the local area. The focus over the previous few years on the students' skill development, through the *St Rose Learning Framework*, ensured they had the necessary pre-requisite skills and were well placed to benefit from their involvement with the Science, Technology, Engineering and Mathematics (STEM) challenge, *Project Feathertail Glider*. The School teamed up with Taronga Zoo, the local council and Stage 5 mentors from a local high school to create community awareness for these tiny marsupials. Challenges were posed to the students, which saw them create conservation solutions to help protect these native marsupials or initiate community awareness around the plight of the Feathertail Glider. The students showcased their solutions through an Expo Day for the St Rose community and later with the media, local businesses, Taronga Zoo and Northern Beaches Council. While the students were highly engaged in their mission to protect and preserve these native animals, another important aspect was the development of their skills in working collaboratively, problem solving and thinking and responding creatively.

Furthermore, the Parent Engagement Network generously funded a robotics workshop for Stage 1 and purchased a range of devices for classes across the school, such as BeeBots and Edisons. The staff engaged in professional learning opportunities to increase their knowledge, skill and expertise in incorporating *Digital Technologies*, the new strand of the *Science and Technology* syllabus. The school is well placed to transition to this new syllabus in 2019. This year all students in Stage 3 had an allocated computer enabling learning to be recorded and shared through Google Classrooms.

During the early part of the year, staff participated in a series of workshops which targeted students' literacy skills. This professional learning commenced with a whole day workshop in writing, followed by a half day practical spelling session. This learning was consolidated when staff attended an *Australian Literacy Educators' Association (ALEA)* spelling workshop. The staff also participated in extensive workshops focusing on students with difficulties in reading. Teachers undertook case studies, designed S.M.A.R.T goals for these students and implemented and evaluated the intervention program.

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 2018 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 92.31 % | 53.20 % | 0.00 % | 8.60 % |
| | Writing | 88.46 % | 41.90 % | 0.00 % | 10.00 % |
| | Spelling | 69.23 % | 46.60 % | 0.00 % | 12.50 % |
| | Grammar | 80.77 % | 53.10 % | 0.00 % | 11.00 % |
| | Numeracy | 88.46 % | 39.20 % | 0.00 % | 11.50 % |

| NAPLAN RESULTS 2018 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 90.48 % | 38.60 % | 0.00 % | 12.60 % |
| | Writing | 19.05 % | 13.70 % | 0.00 % | 23.40 % |
| | Spelling | 66.67 % | 34.50 % | 0.00 % | 13.60 % |
| | Grammar | 100.00 % | 35.50 % | 0.00 % | 14.30 % |
| | Numeracy | 85.71 % | 27.60 % | 0.00 % | 14.00 % |

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

The School's *Pastoral Care Policy*, including the *Positive Behaviour for Learning* structure, and the *St Rose Learning Framework* strengthened opportunities for learnings in Respect and Responsibility, and are core to all learning interactions and experiences. Programs such as *Peer Support*, *Rock and Water* and meditation assisted students in developing strategies to engage in their learning environment in a positive social way. The *St Rose Learning Framework*, used in Key Learning Areas, supported student agency through an inquiry approach that addressed key concepts and ideas. The underpinning principles of Respect, Communication, Reflection and Engagement informed authentic student centred learning.

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

Data showed achievements in:

Mission: To assist students to identify and connect as members of the faith community.

The students from Years 3 – 6 (107 Students) completed the *Parish Connection Survey* in Term 2 and then in Term 4. From this data, the following achievements were identified:

- 97% of students identified themselves as belonging to a Parish
- 97% of those students identified as belonging to the Lakes Parish
- 24% of students are actively involved a Weekend Parish Ministry.

Learning and Teaching: To facilitate greater student agency through engagement in the inquiry process.

Students identified as vulnerable in one or more MAI Mathematics domain were reduced by 50%.

Pastoral Care: To support students to use a variety of strategies that promote academic, social and emotional wellbeing.

Students were surveyed in Term 4 using the *Tell Them from Me* tool. The following results showed all areas above the survey norms:

- 86% of the students have a positive sense of belonging
- 94% of students experience positive relationships
- 94% of students have positive behaviours at school
- 74% of students are interested and motivated in their learning
- 74% of students feel safe attending this school.

Priority Key Improvements for Next Year

MISSION: *To assist students to identify and connect as members of the faith community.*

- Embed the *St Rose Learning Framework* in Religious Education through the use of scripture and challenged based learning.

LEARNING AND TEACHING: *To facilitate greater student agency through engagement in the inquiry process.*

- Embed the *St Rose Learning Framework* in Maths to support greater challenges and student voice in the learning
- Use the principles of Extending Mathematical Understanding (EMU) strategies across K to 6 Mathematics
- Implement the use of other STEM tools and strategies to engage students
- Identify and cater for high achieving students.

PASTORAL CARE: *To support students to use a variety of strategies that promote academic, social and emotional wellbeing.*

- Re-align the various well-being programs and strategies developing and implementing a strategic approach to support student learning and wellbeing
- Engage the SRC to implement well-being strategies.

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

Parents and carers were surveyed through a parent forum about what they considered to be the best aspects of the School. Responses included:

- approach to curriculum
- quality teaching
- sports program
- leadership program
- modern facilities including air conditioning
- co-curricular program
- unique village-like and family environment
- the whole child is developed and nurtured
- part of a system of schools that is well connected
- all members of the school community know each other
- every teacher knows every student, not just their own class
- effective processes in place
- smaller size contributes to the success of the school
- children know each other across classes

Student Satisfaction

Students were surveyed about what they considered to be the best aspects of their School.

Responses included:

- my second family
- we have the local park available to us for sport
- many opportunities to showcase our talents such as eisteddfods and performances
- STEM opportunities to explore and research such as the *Feather Tail Glider project*
- students are consulted on how to improve their learning environment through the use of the SRC
- various fundraisers, like the *Fiver for a Farmer* that helped to support others in need
- teachers listen to our ideas and work with us
- teachers assist all students to get along on the playground and ensure we are being sun safe
- friendly and welcoming staff
- create enjoyable learning opportunities
- inspirational quotes around the school
- opportunities for all students to look after our gardens
- modern facilities with lots of technological tools.

Teacher Satisfaction

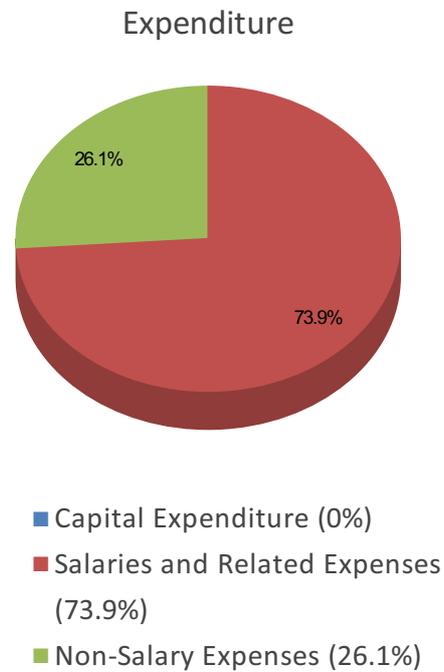
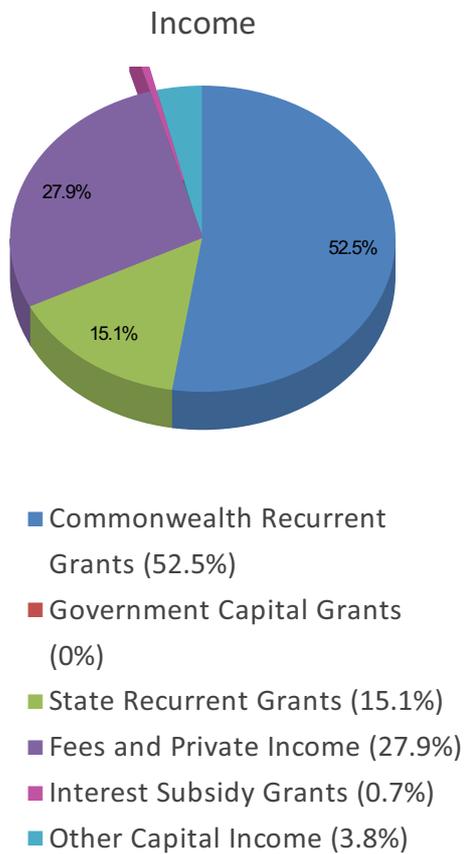
The staff completed a survey and the following areas were identified as strengths of the School.

Staff comments included:

- cohesive and positive relationships and professionalism of staff
- high expectations without unnecessary documentation - allows teachers to focus on delivering a good program
- clear communication- shared understanding of each role and responsibility
- shared leadership model
- well organised and resourced, and clear expectations for staff
- feels like a family/community, welcoming feeling throughout the school community
- principal and AP always trust in your decision
- supportive leadership team that is always willing to help others and give good, honest advice and feedback
- REC is supportive, helpful and caring
- feel supported in classroom especially with learning support
- St Rose is very well maintained and a lovely environment to work in
- variety of opportunities available to the students
- good opportunities for professional learning and development
- the shared leadership model is excellent so staff are able to work within numeracy and literacy teams and attend professional learning days even if they are not curriculum coordinators.

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 | \$1,476,150 |
| Government Capital Grants | \$0 |
| State Recurrent Grants | \$425,830 |
| Fees and Private Income | \$785,499 |
| Interest Subsidy Grants | \$19,359 |
| Other Capital Income | \$105,950 |
| Total Income | \$2,812,788 |

| RECURRENT and CAPITAL EXPENDITURE | |
|-----------------------------------|--------------------|
| Capital Expenditure | \$430 |
| Salaries and Related Expenses | \$2,005,116 |
| Non-Salary Expenses | \$707,689 |
| Total Expenditure | \$2,713,235 |