

St Mary's Catholic Primary School,  
Toukley

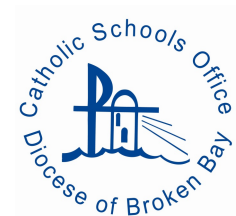
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## ABOUT THIS REPORT

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St Mary's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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**

St Mary's is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. The vision of "shared leadership" and "shared wisdom" is valued as an important aspect of our school. Throughout 2016, we continued to build a collaborative culture of continuous improvement.

During 2016 we engaged in the School Review process. The *Chair's Overview Report* includes the following comments, "'Faith, Love and Understanding' are the heart of this school community. The school's vision and mission drive teachers' commitment to 'be the best version of ourselves' for students. This commitment encompasses Mission, where all relationships and interactions are based on the person and example of Jesus; Pastoral Care, where a deep understanding of the inextricable link between wellbeing and learning informs strategic and daily decision-making and actions; and Learning and Teaching, where the priority is ensuring every learner receives the best education possible by fostering growth of all teachers."

### **Parent Body Message**

2016 was a very positive and inclusive year for the parents and carers at St Mary's. Through the enthusiasm and willingness of parents and carers, and genuine conversations and interactions with teaching staff and school leadership team, parents and carers are increasingly becoming true partners in the educational journey of their children. Families have benefited from the generous provision of spiritual, pastoral and family support, as well as educational assistance through parent education sessions. Comments from the *MMG Parent Survey* highlighted the following strengths perceived by the parent body: the inclusive, welcoming nature of the school community; the deep sense of collaboration and community that has grown over the years; the relationships built between families and staff; the commitment by staff to do all they can to help children become the best person they can be, as well as helping them achieve their academic best.

### **Student Body Message**

St Mary's is a happy place where children feel welcome and love to learn. At our school all senior students are viewed as leaders and throughout 2016 they have had the responsibility to carry out many important leadership roles.

The following comments from the *MMG Student Survey* highlight strengths perceived by the student body:

- Seeing my best friends when you walk into our school gates; you can only see smiling faces which I believe is a great way to start a day of learning. Also, the teachers always greet you with a smiling face but then in the classroom it is all about learning. You can see how compassionate the teachers are about their students.
- I love the involvement with everything because everybody gets a chance to shine.

- There is always someone to go to if something is wrong.
- The friends I made, the teachers I talk to, the things I've achieved. I wouldn't have been so proud of myself without this school.

### School Features

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

Our school is a welcoming, positive, hope-filled and inclusive school community. Students are encouraged to deepen their relationship with Jesus through participation in the rich prayer and liturgical life of the school. St Mary's is a place where our Catholic faith and values underpin everything we do.

St Mary's has a focus on learning. Based on sound, educational research, we have a coherent approach to learning that sets high expectations for the students in a supportive environment. Embedded in our school is a collaborative culture of continuous improvement, where we continually challenge ourselves to become a better school. We recognise and value the importance of embracing and building St Mary's as a Professional Learning Community (PLC). Our learning culture is characterised by its clarity of purpose, critical teacher inquiry and an action orientation that, together, result in improved student learning. Learning is important at our school.

Our school provides a nurturing environment in which every member of the community is valued, respected and encouraged to reach their full potential. It is important that the unique Catholic nature of our school becomes evident through the network of genuine relationships in our community - relationships that are built upon strong relational trust where deep respect for each other is obvious. People are important at our school.

At St Mary's, we believe a balanced education is important. Consequently, our students enjoy a wide range of learning, sporting, musical and social justice opportunities. We endeavour to help our students develop their skills, resilience and talents, along with a strong sense of compassion and justice, so that they will make a positive difference in our community. An awareness of and deep respect for difference is embedded in the inclusive culture of our school. Our students enjoy a very strong sense of belonging which is strengthened by the consistent support and encouragement that exists within the St Mary's community.

As part of our school's collaborative culture of continuous improvement, each group within our community has responsibilities. Each group - parents/carers, teachers, students, support staff and the leadership team - has constructed a set of shared values or collective commitments. Collective commitments identify the actions, behaviours and commitments necessary to bring our school's vision to life. Living these collective commitments helps make St Mary's a dynamic faith and learning community.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
249	229	18	478

\* Language Background Other than English

In the past 12-24 months the school's enrolment has been constant in the range of 475-490 students.

### 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 2016 was 92.72 %. 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 %	93 %	93 %	93 %	92 %	93 %	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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
32	11	43

\* This number includes 20 full-time teachers and 12 part-time teachers.

### Teacher Standards

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.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	32
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### 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	Maths
Day 2	Wellbeing
Day 3	Staff Spirituality



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## SECTION FIVE: MISSION

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. 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 explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

St Mary’s Catholic School, Toukley was established in 1973. Our school motto, Faith, Love and Understanding, articulates that as Catholics we are called to be disciples of Jesus who share our faith, love and understanding with all we meet. Our Vision and Mission statement empowers us to live, learn and grow as disciples of Jesus. St Mary’s is a welcoming, inclusive and evangelising Catholic community and we endeavour for this to be experienced by every member of our school community, daily.

Through professional learning, opportunities for teachers’ spiritual growth, and the development of teaching activities focused on scripture, we were able to work towards deepening and strengthening our students’ and parents’ relationship with Jesus through scripture, our 2016 School Improvement Plan (SIP) goal.

As Catholic educators we are committed to providing quality teaching in Religious Education (RE). Our Catholic values resonate through all Key Learning Areas (KLAs) and underpin the relationships in our unique Catholic community. We recognised a need for more focused professional learning (PL) based on the development of thought-provoking classroom activities around scripture, while revisiting the Religious Education syllabus and programming requirements. Six staff continued to undertake theological studies, while three finished their studies attaining either a Graduate Certificate or Master of Theology. Scripture and Mercy were the focus of staff meetings and a staff spirituality day. Professional learning also focused on assessments in Religious Education.

We value the partnership between the school and parish communities. This relationship is fostered through experiences including liturgical celebrations which involve student participation

K-6, prayer opportunities and sacramental programs. In addition to the classroom experiences that were part of each Religious Education unit of work, students engaged in a range of experiences that contributed to their faith formation as disciples of Jesus and strengthened their relationship with God. These activities included *Mini Vinnies*, students actively leading social justice initiatives (for example, Project Compassion and the St Vincent de Paul winter and Christmas appeals) and Mission Month. Student representatives attended the Diocesan Mission Mass in October and our Year 6 students attended the annual Cluster Mass at The Entrance. In 2016 our parish witnessed the following number of children celebrate the sacraments: Confirmation (140), Reconciliation (109) and Eucharist (115).

Through authentic, quality Religious Education programs and opportunities to experience their faith alive in the world, St Mary's enables students to live out their Catholic values and call to discipleship.

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

During 2016, through a series of professional learning meetings, we devised our collective purpose: high levels of learning for all students. Our collective purpose consequently became our Learning and Teaching School Improvement Plan (SIP) goal.

We continued to develop as a Professional Learning Community. The core, collaborative structure that guided our work together was our Grade Teams. Grade Teams met weekly for English (1 Hour) and Maths (1 hour). The meetings were built into the contractual school day. Our Grade Team meetings' purpose is to answer the four critical questions of learning (DuFour, 2006):

1. What do we want our students to learn?
2. How will we know when our students have learned it?
3. How will we respond when some students don't learn?
4. How will we extend and enrich the learning of those students who are already proficient?

Teachers used the syllabus/curriculum to identify what it is we want the students to learn. Intensive planning, including writing/co-creating daily learning intentions, discussing a variety of teaching strategies that cater for the diverse needs of our learners and 'point of need' professional learning for teachers occurred. Each team set and monitored SMART goals. The progress and success of our SMART goals were shared and celebrated at both the leadership team and wider staff levels. Grade teams have become astute at differentiating the learning. If a student is already proficient, tasks are differentiated to challenge and extend them. If a student does not learn, a scaffolded tier of interventions is available to help them 'get it' (acquire the learning).

Intentional and high quality teaching, learning, assessment and feedback, coupled with the tracking and monitoring of targeted students, were pivotal to our daily work.

We continued to embed the practices of our numeracy and literacy coaches. Our numeracy and literacy coach roles incorporated:

- Professional learning: planning and leading professional learning opportunities based on the school's and individual teachers' needs. Such professional learning sessions took the

form of staff meetings, half-day professional learning blocks, grade meetings and staff development days.

- Classroom support: modelling specific strategies, co-planning lessons, providing advice and guidance, deconstructing lessons, affirming and listening, analysing and providing critical feedback
- Parent education: providing parent education sessions for parents in both English and Maths.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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

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

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	53.85 %	52.50 %	4.62 %	9.60 %
	Reading	51.52 %	49.40 %	6.06 %	11.50 %
	Writing	58.46 %	48.80 %	3.08 %	6.20 %
	Spelling	49.23 %	46.40 %	7.69 %	12.40 %
	Numeracy	34.85 %	35.60 %	12.12 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37.14 %	36.30 %	8.57 %	15.00 %
	Reading	41.43 %	35.30 %	8.57 %	15.50 %
	Writing	17.14 %	17.20 %	8.57 %	18.10 %
	Spelling	22.86 %	29.80 %	12.86 %	17.20 %
	Numeracy	32.86 %	28.30 %	10.00 %	16.50 %

### NAPLAN Comments

Our Year 5 students' mean in Reading, Writing, Grammar and Punctuation and Numeracy was

above the State and National mean.

Comparison to statistically similar schools, as seen on the *My School* website, indicates St Mary's achievements were strong across both cohorts. For example, in Reading, learning gain from Year 3 to 5 was significantly above students from schools with similar students, and above students with the same Year 3 starting point.

Sustained, targeted professional learning that continues to build the collective capacity of teachers to serve the learning needs of students has been pivotal in student achievements.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies 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 (2011) (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 to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **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.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is 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.

### **Complaints and Grievances 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.

### **Initiatives Promoting Respect and Responsibility**

St Mary's is a proud *KidsMatter* school, meaning that there is a strong focus on recognising the importance of children achieving positive outcomes that relate directly to the skills of social and emotional learning. We understand the inextricable link between wellbeing and learning.

2016 saw St Mary's continue to focus on student mental health and wellbeing by teaching children skills for positive relationships in order to develop respect and responsibility. The social and emotional learning (SEL) framework consists of five skills/strategies, these being: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. These competencies help students to develop and promote respect and responsibility.

Continued professional learning was undertaken to ensure that positive relationships continued to build on the basis of compassion, trust, forgiveness, acceptance and inclusion.

Because St Mary's recognise the importance of building and maintaining positive relationships and the impact of being a *KidsMatter* school, procedures, programs and frameworks were further embedded. These included: restorative practices, STARS and *Bounce Back*.

The restorative practices approach remained an important focus in the link to maintaining positive relationships. The restorative practices approach looks at exploring the conflict, focusing on the relationship, finding possible solutions and learning to move forward. Again, students are encouraged to be respectful and aware of others.



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## SECTION NINE: SCHOOL IMPROVEMENT

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

### **Key Improvements Achieved**

During 2016 our Mission SIP focused on deepening and strengthening our students' relationship with Jesus through scripture. Teachers were engaged in a variety of professional learning opportunities. Such opportunities allowed teachers to feel more confident in providing rich teaching activities and learning experiences to assist students to unpack and gain greater meaning from scripture.

Our leadership team's participation in the Anthony Muhammad led *PLC at Work Institute* in March was pivotal in furthering our school's journey as a PLC. Our grade teams based their weekly work on DuFour's 4 critical questions of learning (2006). Numerous professional learning sessions helped build the collective capacity of teachers to help all students achieve at high levels (our collective purpose and Learning and Teaching SIP goal).

Ensuring that everyone in our community knows about *KidsMatter* was the focus of our Wellbeing SIP. This was achieved through ongoing, open, frequent communication with parents and through continuing to foster social and emotional learning in the children. Parent Education sessions proved a key strategy. The link between wellbeing and learning was repeatedly emphasised.

### **Priority Key Improvements for Next Year**

For 2017, our goal will be to explicitly continue to develop our work as a Professional Learning Community (PLC). Embedding the cornerstone work of our grade team meetings will be pivotal. Our goal is to improve student learning through clarity of purpose, critical teacher inquiry and an action orientation. We learn best by doing.

Further areas to focus on for next year include: examining how we use common formative assessments; reviewing how we induct/mentor new teachers into the culture of our PLC; and reviewing the system of interventions we employ when some students do not learn.

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## SECTION TEN: COMMUNITY SATISFACTION

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

### **Parent Satisfaction**

Data extracted from the *MMG Stakeholder Satisfaction Review - Parent, Staff and Student Report* include:

"The overall score is very high at 88%. St Mary's achieved 'very high' in all 10 areas. These scores suggest the School is in 'very good' overall health from a parent perspective."

Comments included:

"It's a beautiful school where I know my children are reaching their potential academically and in an environment in which they are developing high morals. All the staff are wonderful and the St Mary's community is a privilege to be part of."

"The school has a great culture - the teachers and the students are happy. I can't say enough good things about the school and the people within it. I have always felt that my children's teachers genuinely cared about them and their learning."

### **Student Satisfaction**

Data extracted from the *MMG Stakeholder Satisfaction Review - Parent, Staff and Student Report* include:

"The overall score is very high at 80%. St Mary's achieved 'very high' scores in 4 of the 5 areas and a 'high' score in the remaining area."

Comments included:

"I love the education. I love to learn. I believe school is fun."

"All of my friends are fun and I love having my buddy around. The teachers are fun and I can always talk to them no matter what it is about and I know that they will listen and help me."

"I love the involvement with everything because everybody gets a chance to shine."

"There is always someone to go to if something is wrong."

### **Teacher Satisfaction**

Data extracted from the *MMG Stakeholder Satisfaction Review - Parent, Staff and Student Report* include:

"The overall score is very high at 91%. St Mary's achieved 'very high' in all 10 areas. These scores suggest the School is in 'very good' overall health from a staff perspective."

Comments included:

"The collaborative workplace where all ideas are valued and shared. Team work amongst grade partners. Shared ownership of the students in the school."

"The positive, hope-filled culture of the school. You feel valued and listened to."

"The way that families are welcomed into the school. I also value the emphasis that is placed on student welfare, education and professional learning so that we, as teachers, are able to provide the best pedagogy we can possibly give our students."

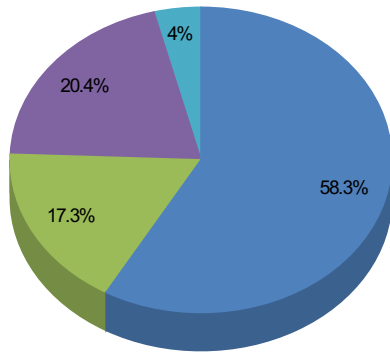
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## SECTION ELEVEN: FINANCIAL STATEMENT

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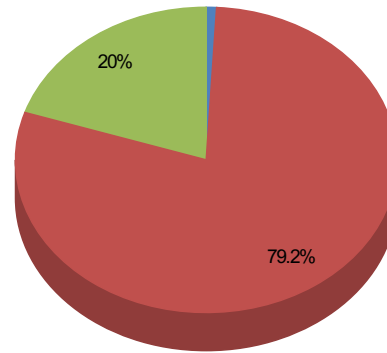
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.3%)
- Fees and Private Income (20.4%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (79.2%)
- Non-Salary Expenses (20%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,147,593
Government Capital Grants	\$0
State Recurrent Grants	\$934,630
Fees and Private Income	\$1,103,586
Other Capital Income	\$214,484
<b>Total Income</b>	<b>\$5,403,572</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$44,641
Salaries and Related Expenses	\$4,067,979
Non-Salary Expenses	\$1,026,396
<b>Total Expenditure</b>	<b>\$5,139,016</b>