



2019

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

458 Main Road, TOUKLEY 2263

Principal: Mr Kevin Williams

Web: www.smtddb.catholic.edu.au

About this report

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

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

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

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

Message from key groups in our community

Principal's Message

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 2019, we continued to build a collaborative culture of continuous improvement.

The children at our school proved the highlight of the year. Our staff enjoyed helping our students be faith and hope-filled, resilient young people who value relationships and the dignity of every person.

2019 saw us continue to deepen our commitment to working as a Professional Learning Community (PLC). The collaborative nature of grade teams meeting with the sole purpose of improving student learning strengthened.

During the year we welcomed two priests and two nuns to our parish community.

Parent Body Message

2019 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.

Families have benefited from the generous support offered through our Family Liaison Officer (FLO), our parent workshops and parent spirituality mornings. The welcoming nature of our school community and the relationships built between families and staff is growing ever stronger.

Student Body Message

St Mary's: it's a name we speak with respect, love and pride. It's a place we all feel comfortable to just be ourselves. It is our school, and it is a place we feel united and loved.

On our first day, the nurturing, united spirit of the staff and students, and the individual bond between the two, was evident. The students at St Mary's are a team.

At our school, all children are viewed as leaders. In 2019 the students were given more responsibility than ever. The high but realistic expectation to aim for resulted in huge achievements for every student.

2019 was an eventful year. During our concert, carnivals, Feast Day and Book Week celebration the teachers placed the utmost importance on going out of their way to ensure that each child participated and had an amazing time. It is events such as these that show the true spirit of St Mary's.

2019 highlighted St Mary's underlying spirit of compassion, empathy and friendship. We all love St Mary's and are proud to be children of faith, love and understanding.

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 clear 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.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
247	226	26	473

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 92.60%. 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
91.71	92.99	93.66	92.54	92.64	91.98	91.60

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	43
Number of full time teaching staff	19
Number of part time teaching staff	14
Number of non-teaching staff	10

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

1. GERRIC's Mini-Certificate of Gifted Education
2. GERRIC's Mini-Certificate of Gifted Education
3. Staff Spirituality Day
4. Spelling with Christine Topfer (Twilight)

Catholic Identity and Mission

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

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

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

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

St Mary's Catholic Primary 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 2019 School Improvement Plan (SIP) goal. Aligned to our SIP goal, three teachers participated in the diocesan led, Honey Summit. A key part of our professional learning in 2019 involved the RENEW RE initiative, with one teacher from each grade working with the Mission Services Education Officer and our REC to rewrite and contemporise units of work. Our work with RENEW RE will continue into 2020.

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. Professional learning on contemporary and creative RE learning experiences occurred. 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 (e.g. Kids 4 Community, Project Compassion and the St Vincent de Paul Winter and Christmas appeals) and Mission Month. Student representatives attended the Diocesan Mission Mass in October. In 2019 our parish witnessed the following number of children celebrate the sacraments: Confirmation (44), Reconciliation (40) and Eucharist (32).

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.

Curriculum, Learning and Teaching

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

Our 2019 School Improvement Plan (SIP) goal was *high levels of learning for all students*. Collectively, our teachers defined high levels of learning as *grade level or higher*.

To achieve our goal we continued to develop as a Professional Learning Community (PLC). Feeding our drive to improve were two critical professional learning experiences: the PLC at Work Institute (Brian Butler: Canberra, March) and the 2nd International PLC at Work Summit (Melbourne, August). A mixture of Leadership Team and class teachers participated in these opportunities.

The core, collaborative structure that guided our work together was our grade meetings. With either our literacy coach or numeracy coach as facilitator, the grade teams met weekly for English (1 hour) and Maths (1 hour). The meetings were built into the contractual school day. Our grade 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. 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 become proficient.

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.

Three literacy coaches participated in the Australian Literacy Educators Association (ALEA) conference mid year. Rich learnings from the conference helped to shape professional learning led by our literacy coaches.

Student Performance in Tests and Examinations

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

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

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70%	59%	2%	10%
	Reading	57%	54%	4%	10%
	Writing	75%	55%	4%	5%
	Spelling	48%	52%	9%	11%
	Numeracy	47%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	56%	37%	4%	17%
	Reading	62%	38%	3%	12%
	Writing	35%	19%	3%	18%
	Spelling	40%	38%	3%	13%
	Numeracy	36%	32%	3%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

St Mary's is a proud Be You (formerly 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.

2019 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. During the year we established a Wellbeing Team (four non-Leadership Team teachers) whose brief centred on the welfare of students, staff and parents. Regularly scheduled meetings of the Wellbeing Team, coupled with consistent communication with the Principal, Assistant Principal and Family Liaison Officer (FLO), helped enhance a clear and laser-like focus on wellbeing throughout the year.

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.

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

Our Collective Purpose of *high levels of learning for all students* grew in both its understanding and application by teachers. Student achievement was pleasing and can be attributed to a deep understanding of shared teaching practices, teacher collaboration focused on the individual learning needs of students, quality professional learning and mutual accountability for student learning.

2019 helped both refine and tighten the function of our Grade Meetings. As a teaching staff, we grew in our understanding of the difference between a '*must-know*' and a '*nice-to-know*' for students. Stronger intervention practices were developed for students who did not acquire learning at the first attempt.

A heavy emphasis on the currency of Religious Education (RE) units witnessed the re-writing of particular units throughout 2019. The Mission Services Education Officer and REC were fundamental in the achievement of this important work.

Separate Wellbeing (4 members) and ICLT (8 members) Teams were established during 2019. With clear agendas and regularly scheduled meetings, both teams were instrumental in forwarding the welfare of students, staff and parents combined with enhancing the use of ICT to help achieve our Collective Vision of *high levels of learning for all students*.

Priority Key Improvements for Next Year

For 2020, the re-writing of the remaining 2 RE units per grade will be a priority (RENEW RE). Again, the support of the Mission Services Education Officer and REC will be critical.

The laser-like, intense focus on the learning needs of all students will again be a priority and will be addressed through the lens of working as a Professional Learning Community (PLC).

New teachers will be inducted into the 'way we do things around here' (our school's culture). Considerable professional learning will be devoted to (1) ensuring that we have a shared understanding of how students learn; (2) deepening collaborative practices; and (3) basing our decision-making on necessary student data. A refined Intervention Timetable for students requiring more time to achieve the 'must-knows' will be developed. Key, specialist teachers together with classroom teachers will form a collective to ensure all children learn at or above grade level.

The Wellbeing Team and the ICLT Team will be both resourced and supported to embed and sustain their good practices and strong achievements achieved in 2019.

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

The parents of St Mary's value the welcoming and inclusive nature of the school.

Below are a few of the comments offered by parents:

"My favourite thing about St Mary's is the compassion, not only from staff but also the students."

"I love the people here the teachers, the students, the families. They are all welcoming and friendly and just generally nice people."

"We know that they are well looked after, we know that they are cared for, we know that they are well educated and nurtured and here at St Mary's they focus on the whole child."

Student satisfaction

The students of St Mary's value the relationships and the learning.

Below are a few comments offered by students:

"What I love about St Mary's is that it is a very open-minded school and it embraces everyone's learning styles and supports them in their choices."

"You always feel you're supported in learning. You never really feel alone in this school, you always have someone to talk to."

"I love school because everyone includes people and I love playing handball."

"I really like that there's a whole web of people supporting you all the way from Year 6 through to Kindy - like the teachers, the parents, the students, the parish."

Teacher satisfaction

The teachers of St Mary's value our school's collaborative and supportive culture.

Below are a few comments offered by teachers:

"Being a teacher at St Mary's is both a rewarding and a satisfying experience. We, as teachers, are consistently nurtured and encouraged to grow as professionals. The support that is provided by the Leadership Team, coupled with the collaborative nature of the school creates a positive learning environment for the students and teachers. I am so lucky to be part of such a welcoming, hard working team of professionals."

"Community is important at our school. St Mary's provides a collaborative environment where, as a teacher I feel trusted, respected and encouraged to be my absolute best, so that all our students can achieve high levels of learning. I feel very humbled to be a part of such a unique culture that builds positive partnerships across our whole school community, ultimately focusing on our students' learning and well-being."

"As a teacher at St Mary's I always feel supported, appreciated, encouraged and valued. I know our leaders are there to guide and support me. I really feel like a part of our community and it's truly a positive place to be."

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$3478181
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$983974
Fees and Private Income ⁴	\$1268461
Interest Subsidy Grants	\$1175
Other Capital Income ⁵	\$221889
Total Income	\$5953680

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$58570
Salaries and Related Expenses ⁷	\$4524612
Non-Salary Expenses ⁸	\$1248315
Total Expenditure	\$5831497

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT