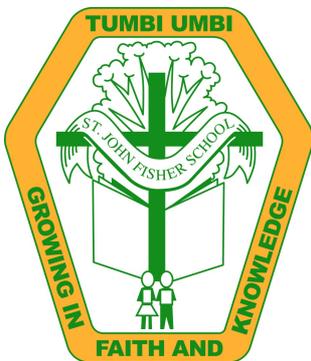
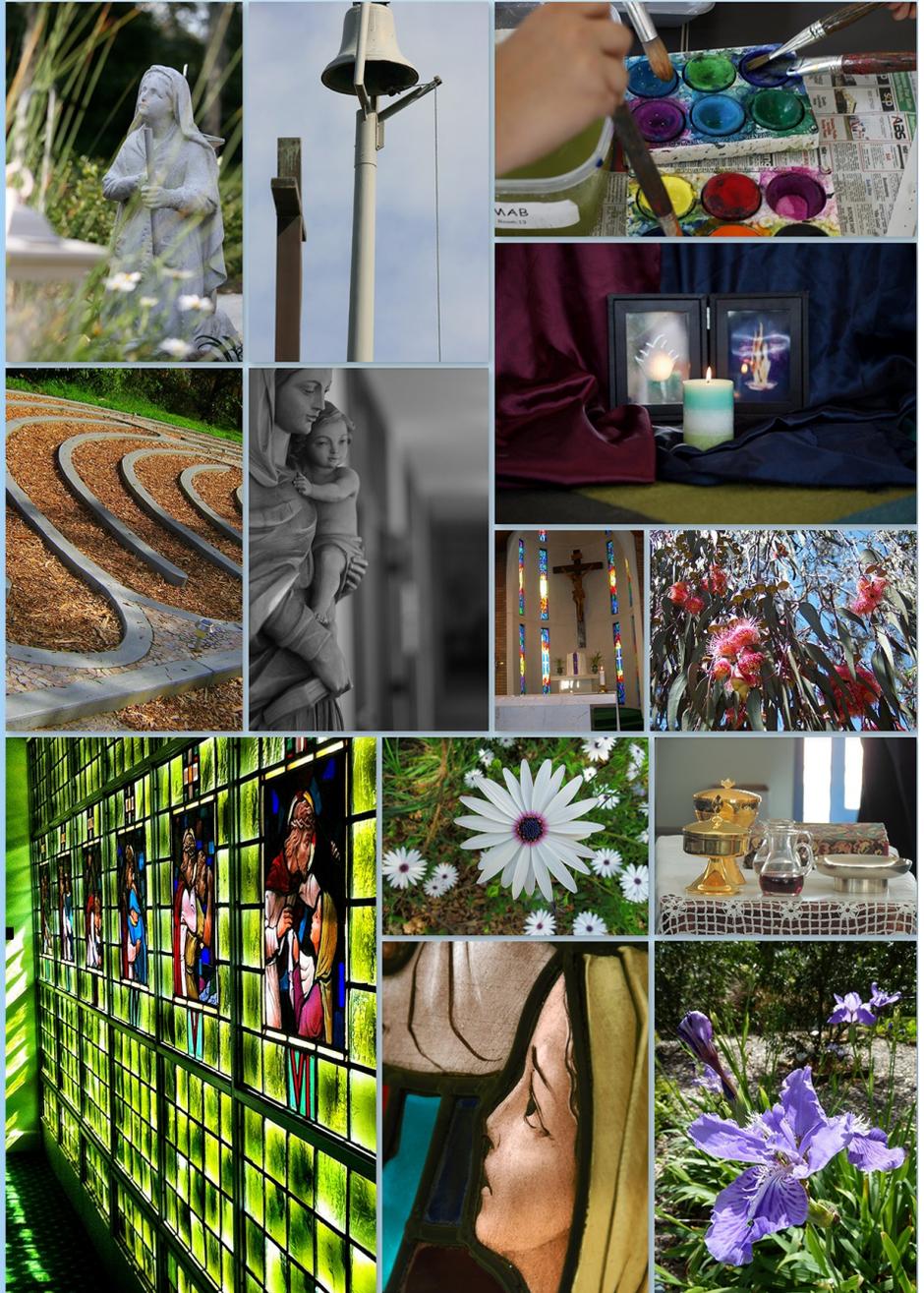


2015

annual school report



St John Fisher Catholic Primary School,  
Tumbi Umbi

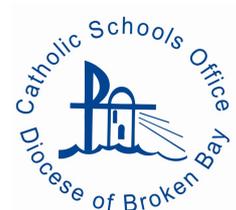
Hicks Lane, Tumbi Umbi 2261

Principal: Mr Barry Shanley

Phone: (02) 4388 5800 Fax: (02) 4389 8058

Email: [sjf@dbb.catholic.edu.au](mailto:sjf@dbb.catholic.edu.au)

[www.sjfdbb.catholic.edu.au](http://www.sjfdbb.catholic.edu.au)





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## ABOUT THIS REPORT

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St John Fisher 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 also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

As a Catholic school, our primary aim is to provide the best possible Catholic education for all students. 2015 was a year for us to work together to achieve our vision of: *St John Fisher Catholic School Community works together to develop students who are Growing in Faith and Knowledge with an emphasis on the key values of Respect, Responsibility and Reconciliation.*

Our relationship with Wyong Parish remained strong with regular Masses for both grades and the whole school coming together to celebrate special Feast days as well as school based events.

Our community worked together to proclaim the Joy of the Gospel as exhorted by Pope Francis, improve the attitude and behaviours of the students and to improve student outcomes in English and Science and Technology.

The School community came together under the direction and energy of our Parents and Friends (P&F) to celebrate many events for the students, parents and community.

2015 was a very successful year.

### **Parent Body Message**

Parents contributed to the life of the School in many ways and the school P&F proved to be an agent to gel the parents and build communication between the staff and parents.

A high point of the 2015 year was the broadening of communications to the community with enhancements to the School website and the introduction of school eSchool news providing all parents and carers with richer access to school communications.

Events such as the Big Arvo and Kindergarten Afternoon Tea welcomed new families to our community. Students enjoyed the disco and parents came together socially at the dinner dance. Other initiatives included the sport-a-thon and raffle, which enabled the P&F to contribute to the technology in the school as well as assisting in landscaping to develop a garden.

The P&F general meetings and events such as the discos and Gingerbread Making ensured it was a very successful year for the School community and we look forward to 2016.

### **Student Body Message**

2015 was a great year for all of us. We enjoyed the new sections in the playground including the multi-purpose court and are grateful to have an area that is beautiful to look at and much more fun for sport. As Year 6 student leaders we came together at the Leadership Day then had many opportunities to lead student support groups and assist in the running of events such as the cross country, athletics and swimming carnivals.

We developed the Mini-Vinnies who came together to lead the school in understanding the needs of people both at home and overseas and to gather funds to assist people in need. We

looked forward to new experiences in Science and Technology and all classes were excited to have access to iPads in the classroom to assist us in our learning and enjoyed the many excursions and camps.

We were very thankful to our parents for organising events such as the sport-a-thon and discos and to the teachers for all the extra time they spend with us organising choir, vocal group as well as the many sporting teams.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St John Fisher Catholic Primary School Tumby Umbi, is a Catholic systemic co-educational school.

The School commenced in 1988 with a composite class of Kindergarten / Year 1 children and has subsequently grown to reach its potential of a two stream school. There are 370 students from Kindergarten to Year 6 enrolled at the School. We have a very engaged parent body who want the best for their children, and who offer ongoing support to the School. The desire for the children to grow up with a love of God and a relationship with Jesus, which will lead them to an understanding of their place in the world, is a common desire of stakeholders. Weekend Masses are celebrated in the Chapel at St John Fisher as an integral part of the Wyong Parish community.

Teachers, parents and staff work together to ensure that all children are learning in a supportive and friendly environment and strive towards authentically living the School motto “Growing in Faith and Knowledge”.

The School is located on a beautiful 2.5 hectare property with a Chapel, fourteen air-conditioned classrooms, an administration block, learning and resource centre (LARC), a multipurpose hall, a covered quadrangle and a covered outdoor learning area (COLA). The School has two large grassed playgrounds for the children to play. The LARC is integral to the School's learning environment, is accessed by the students at least once per week during library lessons and is well resourced with regard to contemporary learning technologies. Additional information about the facilities of the School can be found on the [School website](#).

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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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
195	175	8	370

\* Language Background Other than English

The School enjoys a positive reputation in the local community. At this stage there is an understanding with Wyong Council that the School remains a two stream school which limits the number of students which can be enrolled each year.

### 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 2015 was 91.55 %. 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
92 %	92 %	92 %	91 %	93 %	91 %	91 %

As is highlighted in research, the School places an emphasis on regular attendance and punctuality.

### 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 [Guidelines 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	7	31

\* This number includes 16 full-time teachers and 8 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.	24
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	Pastoral Care and Quality Behaviour - Review and Development of Procedures
Day 2	Mathematics - Developing efficient learning and teaching
Day 3	The introduction of the new NSW Syllabus for the Australian Curriculum (History)

Weekly Professional Learning (PL) meetings focussed on the development of the School Improvement Plan (SIP). Time was spent analysing data in literacy and numeracy including NAPLAN, Mathematics Assessment Interview (MAI), Observation Surveys as well as the results from the online Progressive Assessment Tests (PAT). Stages and grades then worked to develop

activities in response to student needs. Numerous regular PL programs were undertaken such as First Aid, Anaphylaxis, Workplace Health and Safety and Child Protection as well as those that are specific to the school needs.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

Professional learning meetings continued to focus on exploring the deep understandings of the Religious Education modules as well as developing and sharing engaging activities. The strategic intention focussed on proclaiming the messages of *reflect, pray and act* as developed by Pope Frances in the Joy of the Gospel.

Key outcomes included:

- To continue to improve student engagement in Religious Education lessons.
- To deepen the students' experience of prayer and the Mass by increasing the Special Grade Masses and increasing parent attendance and student engagement in the Masses.
- To develop regular social justice initiatives through the leadership of the Mini Vinnies including Caritas Leaders Day, Caritas fundraising, Crazy Sock Day for Central Coast Kids in Need, St Vincent de Paul Winter Appeal, Shoe Box for the Homeless through Coast Shelter, Books and Pencils for East Timor, Fundraising for a Staff Member.

**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.

Staff continued professional learning in relation to the implementation of the new syllabuses for English and Mathematics.

The new Science and Technology syllabus which was introduced in 2014 was implemented in 2015 across the School. A detailed scope and sequence was developed and an appropriate pedagogy and programming format was developed. In addition, units of work were built around the new structure.

The Mathematics Co-ordinator continued to work with teachers on the analysis of the data gained through the Mathematics Assessment Interview (MAI). Extending Mathematical Understanding (EMU) continued to provide intervention for students deemed 'vulnerable' in an area of Mathematics as well as to develop teacher capabilities in teaching of Mathematics.

The focus of development in English in 2015 involved improving student outcomes in English. The School's Literacy Coach worked with teachers to support this objective in a number of ways, including through classroom modelling and co-teaching approaches.

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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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.00 %	52.20 %	4.00 %	10.70 %
	Reading	66.00 %	48.20 %	2.00 %	11.00 %
	Writing	64.00 %	46.80 %	4.00 %	7.40 %
	Spelling	56.00 %	41.20 %	10.00 %	14.80 %
	Numeracy	56.00 %	33.50 %	6.00 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	42.80 %	35.90 %	14.20 %	16.60 %
	Reading	57.20 %	33.50 %	6.10 %	18.10 %
	Writing	30.60 %	19.10 %	12.20 %	17.60 %
	Spelling	38.80 %	32.60 %	8.10 %	15.30 %
	Numeracy	35.40 %	27.80 %	10.40 %	15.80 %

### NAPLAN Comments

The NAPLAN data overall displays the students achievement as significantly above the state

figures across many aspects of literacy and numeracy in both Years 3 and 5. Areas of particular strength include:

- Reading results across both grades is high in top two bands and low in bottom two bands. Particular improvement in Year 5 reflects an area of strategic intent.
- Improved data in the area of writing in Year 5 compared to previous years.
- Improved position of both Year 3 and 5 in numeracy compared to previous years.

Areas which indicate work in the future include:

- Maintaining the high levels of Year 3 in the top two bands across all areas.
- Continue to increase the numbers of students in the top bands through effective curriculum differentiation.
- Improve Year 3 writing.

### **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.

The School Pastoral Care Policy and Procedures are based on a Restorative Justice philosophy which encourages schools and organisations to shift their thinking from a more traditional model of punishment to a model that promotes education, accountability and meaningful change. Restorative Practice, the hands on element to Restorative Justice, assists schools by focusing on important values and beliefs that emphasise rights and responsibilities, positive relationships, productivity and cooperation but at the same time meets individual needs within a community. A significant outcome for restorative schools is the alignment of student discipline practice with school values. Central to Restorative Justice philosophy is the underlying belief that human beings are happier, more productive and cooperative, and are more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.

### **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.

The core process the School used to work through restorative justice is the Behaviour Recovery Process which involves working through the following questions with the student either in an informal oral method or a formal written method.

- The Behaviour Recovery Process Reflection:
  - What was my action?

- How did my action go against school values?
- The Behaviour Recovery Process Recovery:
  - How can I change my thinking and actions to fit in with school values?
- The Behaviour Recovery Process Reconciliation:
  - What can I do to make things right again?

To provide a educational base for students to develop an understanding of the Behaviour Recovery Process a system of education, behaviour clarification cards and a behaviour recovery room was introduced in 2015. A summary of the policy is available on the School website.

### **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.

Like all aspects of Pastoral Care, the core values of *Respect, Responsibility and Reconciliation* form the foundation of our approach to bullying incidents. The School's stance on bullying is clearly stated in our school expectations with the statement, "Do not bully or tease".

The School takes a proactive educational approach and include a teaching program on Anti-bullying to every class early in the year in the context of the PD, Health and PE (PDHPE) KLA. The School also conducts a Student Support Group at the conclusion of this unit of work so the children are also hearing the message from the senior children.

Each weekly leadership team meeting and staff administration meeting begin with an update on issues of pastoral care including incidents of bullying and are given the highest priority.

### **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.

complaints are all valued to assist everyone work together to provide the best environment for the development of faith and learning for all students.

When issues arise, they need to be brought up in a timely and respectful manner to the staff member directly responsible. It is essential to respect that staff members may not be able to respond immediately. The procedure is to outline the issue in a note and then request a returned call or interview to discuss the issue at an appropriate time. If issues are not brought to a satisfactory conclusion it is then appropriate to request an interview with the Principal or a member of the School Leadership Team.

As is stated in the School's Pastoral Care Policy, "A key element to the success of handling these incidents is prompt communication to the school before things escalate. It is never acceptable for parents to approach students at school or outside of school for school related issues or other parents regarding matters that happen at school."

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

The School is now in the eighth year as part of the implementation of the *KidsMatter* framework. During 2015 some of the initiatives which were continued or begun under the guidance of the *KidsMatter* Team include:

- the weekly focus on Mental Health issues published for parents and carers in the newsletter
- the maintenance of the "Helping Hands" program by the parents for families in need
- a re-focus of the Student Support Groups
- a weekly "Values" focus at assemblies exploring aspects of playground expectations which was followed up with the large outdoor billboard messages
- the celebration of Harmony Day and Indigenous Literacy Day
- a *KidsMatter* Student Group who presented information to the parent community at the Fathers' Day Mass.
- increased parent engagement after the Special Grade Masses.

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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

Mission: To proclaim the messages of *reflect, pray and act* as developed in *The Joy of the Gospel*

- Reflect: To improve student engagement in Religious Education lessons.
- Pray: To deepen the students' experience of prayer and the Mass.
- Act: To develop regular social justice initiatives.

Pastoral Care: To improve the behaviour and attitude of the students through calmer playground behaviour;

- Review of playground consequences and procedures including:
  - procedures for gaining attention including whistles and signs, expectations around toilets
  - yellow and red card system
  - use of playground behaviour record sheets
  - daily behaviour recovery room
- Classroom yellow and red card system in the classroom

Learning and Teaching: To improve student outcomes in English; Improve literacy skills through the leadership and guidance of the Literacy Coach

- build clarity and documentation around the expectations of the Literacy Block
- refine expectations and procedures of guided reading and running records
- Implement a cycle of model, co-teach, teach
- Staff development of the seven steps to writing success
- School visits
- Pedagogy meetings analysing practices and setting learning goals
- Implement the new Science and Technology Syllabus

### Priority Key Improvements for Next Year

Mission

- Improve the student's knowledge of and engagement in the Liturgy
- Build a strategic list of education points of the Mass and Chapel protocol
- Develop parent education
- Build teachers knowledge and understanding of the Mass

- Continue to involve the parents in the Mass
- Continue to involve the students in the Mass

#### Pastoral Care

- Improve the student's sense of wellbeing
- Develop engaging playground spaces
- Analyse classroom procedures to assist in creating a positive learning environment
- Explore alternatives in providing learning spaces and equipment based on student needs.
- Develop strategies to integrate the learning behaviours
- Engage parents in their understanding of wellbeing
- Develop the parent/community room and space with the assistance of the Family Liaison Officer (FLO)

#### Learning and Teaching

- Improve student outcomes in Science and Technology, History and Geography
- Introduce the Geography Syllabus
- Build deep knowledge and quality pedagogy of the new Curriculum areas through
  - collaborative research and planning of units
  - implementing the cycle of model, co-teach and teach.

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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**

One of the four aims of the P&F is to provide a forum for discussion. Areas which were raised during 2015 include the excellent support and collegiality of the School executive in working with the P&F, the engaging community events which help at the School to increase a sense of welcome and belonging, the improved communication and procedures involving student management and the new eSchools news communication app. While the improved car park safety signage was appreciated it was recommended that the parking lines were completed and parents were keen to be involved in the development of a garden area.

### **Student Satisfaction**

A forum of senior students responded that the highlights of 2015 included student leadership opportunities and the use of iPads into the classrooms. They appreciated the improved Social Justice initiatives and the extra Special Grade Masses. The new multi-purpose courts were noted as a further improvements of the playgrounds and further improvements for the younger students were recommended. The students noted the more engaging lessons in Science and Technology and the improved behaviour and attitude on the playground.

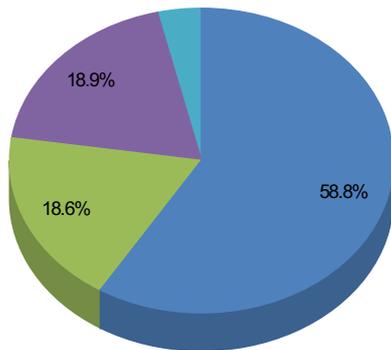
### **Teacher Satisfaction**

During a staff forum, areas for improvement included time and assistance in developing quality teaching and learning strategies in the new curriculum areas of Science and Technology, History and Geography. Areas of achievement included the clearer procedures around the student management procedures, the improved Social Justice initiatives and the support from the Literacy Coach. There was general consensus that the school staff provided exceptional pastoral care to staff and family members in need.

## SECTION ELEVEN: FINANCIAL STATEMENT

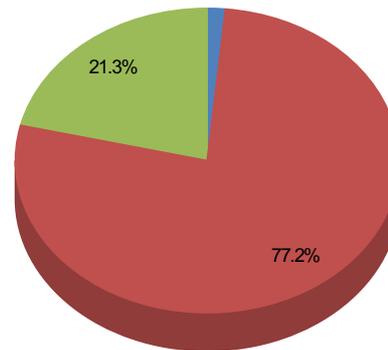
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.6%)
- Fees and Private Income (18.9%)
- Other Capital Income (3.7%)

Expenditure



- Capital Expenditure (1.5%)
- Salaries and Related Expenses (77.2%)
- Non-Salary Expenses (21.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,378,931
Government Capital Grants	\$0
State Recurrent Grants	\$750,352
Fees and Private Income	\$765,374
Other Capital Income	\$149,291
<b>Total Income</b>	<b>\$4,043,947</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$55,619
Salaries and Related Expenses	\$2,821,660
Non-Salary Expenses	\$777,841
<b>Total Expenditure</b>	<b>\$3,655,120</b>