

# 2018 Annual School Report



## St John Fisher Catholic Primary School, Tumbi Umbi

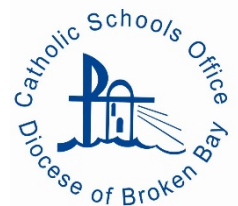
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## ABOUT THIS REPORT

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

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

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

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

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

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### Principal's Message

2018 was an excellent year to work with the community of St John Fisher (SJF) to strive to achieve our motto of "Growing in Faith and Knowledge". We took some time to work with a consultant to offer our voice to the Catholic Church of Australia's Plenary Council, in its quest to "Listen to what the Spirit is saying", in shaping our future as a Church. We also welcomed and celebrated the visit of the Year of Youth Cross during our Grandparent's Mass Celebration as it made its way through Parishes to bring our youth together in faith.

At a Diocesan level we embraced the *Sweeter than Honey Scripture* program which was a professional learning (PL) initiative for teachers of Religious Education (RE) in the Diocese of Broken Bay.

The importance of learning growth for every student was stressed as we considered how to make our home, our class, our school and our world a better place, incorporating the words and actions of Jesus.

### Parent Body Message

In 2018 the parent body welcomed the role of a School Advisory Body into the various functions of the P&F Association. Parent voice was captured through the Tell them from Me (TTFM), Partners in Learning Survey tool that built on parents insights and thoughts from collaborative discussions during general meetings of the P&F. The School community was drawn in to the life of the school through the many school functions such as the 'Big Arvo', Gingerbread House Making night, and Grandparent's Mass and morning tea. On these occasions members of the community were welcomed into the School and classrooms. Students enjoyed the disco and parents came together socially at the trivia night to build community and provide support for each other.

Parents also appreciated the input of teachers and leaders on matters such as learning with, and about technology and pastoral care. The parent body noted the commitment of the staff in bringing out the best in every child in their learning and their social development, and were very proud of the growth and achievements of our children.

## **Student Body Message**

2018 was an outstanding year for all students at St John Fisher Catholic School. We worked together with the teachers, staff and parents to strive for our very best in all areas. We shared our voice in a number of areas including the Tell them from Me student survey, as well as being asked to share our opinions and thoughts on the direction of the Pastoral Care policy. We enjoyed the engagement in learning that came with the introduction of increased technology into learning in the classroom resulting from the purchase of a significant number of iPads and chromebooks.

Some of the highlights of 2018 included experiences of being involved in many extra-curricula activities including public speaking, debating, rugby league, rugby union, soccer, netball, cricket and touch football.

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 spent with us organising events such as the excursions, camps, and choral festival, as well as supporting 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 approximately 360 students from Kindergarten to Year 6 enrolled at the school. We have an 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 and weekday Masses are celebrated in the Mass centre at St John Fisher as an integral part of the Wyong Catholic Parish community.

Teachers, clergy, 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 of "Growing in Faith and Knowledge". The School is located on a beautiful 2.5 hectare property with a Mass centre, 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 and is accessed by students at least once per week during library lessons. It 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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
200	160	11	360

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2018 was 92.14 %. 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 %	94 %	93 %	93 %	92 %	90 %

## 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

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 NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	30
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	8



### 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.

<b>Day 1</b>	Development of the Science and Technology Syllabus, incorporating the increased focus on technology and coding.
<b>Day 2</b>	Bringing the Spiritual into the life of the children through the use of prayer practices, including the use of the new Place of Reflection incorporating the labyrinth and prayer space.
<b>Day 3</b>	Building strategies to support students learning transitions.

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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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

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

In 2018 the School built on the increased involvement and engagement of the students and the parents in the life of the Parish, through the Liturgy as well as the Sacramental programs. Different grades of students experienced the Parish Mass with the parishioners on Tuesdays and Fridays. Twice each year, for the Friday Mass, each grade would invite their family and take a very active role in the preparation of the Mass. The numbers of family members drawn into these celebrations continued to grow throughout the year.

The Religious Education (RE) coordinator worked closely with parish Coordinators and parents at all Sacramental education programs as well as the celebration of the Sacraments. The teaching and learning programs were also closely linked to support the program. Families were kept in close contact with the religious and spiritual life of the school through weekly inserts in the newsletter. The Family Liaison Officer (FLO) coordinated spiritual reflection mornings with parents; these were well attended in the community room, and much appreciated.

A number of staff attended the Diocesan program, '*Sweeter than Honey*'. This is a professional learning initiative for teachers of RE in the Diocese of Broken Bay, to support them in engaging their students in a more critical, creative and prayerful encounter with the Word of God. This was then shared with all staff who integrated the program into their Religious Education lessons.

To further develop the depth of spirituality and build an understanding of the newly developed place of reflection including the prayer space and labyrinth, the staff experienced a day of reflection with a consultant. The focus of the day was prayer practices that can be used with students in the new labyrinth.

The staff reflected on and contributed to the Plenary Council 2020 with the theme of 'listening to what the Spirit is saying', and welcomed the Year of Youth cross during our Grandparent's day Mass and breakfast.

### Primary Curriculum

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

The Learning and Teaching annual goal for 2018 was to improve student learning outcomes in Mathematics. All students completed the Mathematical Assessment Interview (MAI) in the first weeks of school and teachers came together to analyse the MAI data in order to inform classroom practice. A significant number of the weekly professional learning meetings were assigned to the development of the goal. As a result of the analysis, teachers arranged their class into groups of students with similar needs and worked to integrate learning strategies to address these needs.

The Mathematics learning team continued to develop their knowledge through attendance at the regular professional learning community meetings and passed these learnings on to the staff. The data gathered through the MAI informed the makeup of an Extending Mathematical Understanding (EMU) group with vulnerable students in Year 1. Staff members who were trained in EMU continued to develop their knowledge throughout the year by attending focused professional learning.

The Mathematics leadership team worked with the staff to analyse trend NAPLAN data in Mathematics focused on improving the growth of students from Year 3 to Year 5. The Mathematics coordinator worked with Stage 2 teachers in the co-teaching model. This involved analysing learning needs, developing strategies, modelling of the teaching and then observation of the teacher using the new strategies in the classroom. Staff meetings introduced the research and practice of Professor Peter Sullivan including the theory of the zone of confusion. Staff worked together developing open ended questions to shape the learning in the classroom.

The literacy coordinator continued to work with teachers in a co-teaching model focussing on reading strategies before moving into the area of writing.

Another key area of professional learning revolved around the integration of more iPads into learning. Teachers continued to develop and share the use of the *Google Classroom* as a learning platform. The education officer from the Catholic Schools Office delivered an engaging professional learning day introducing the teachers to the changes in the new Science and Technology syllabus, particularly in regard to coding.

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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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	60.71 %	53.20 %	1.79 %	8.60 %
	Writing	50.00 %	41.90 %	0.00 %	10.00 %
	Spelling	55.56 %	46.60 %	1.85 %	12.50 %
	Grammar	61.11 %	53.10 %	3.70 %	11.00 %
	Numeracy	41.07 %	39.20 %	1.79 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	35.85 %	38.60 %	13.21 %	12.60 %
	Writing	5.66 %	13.70 %	16.98 %	23.40 %
	Spelling	33.96 %	34.50 %	11.32 %	13.60 %
	Grammar	30.19 %	35.50 %	9.43 %	14.30 %
	Numeracy	18.87 %	27.60 %	22.64 %	14.00 %

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

## **Initiatives Promoting Respect and Responsibility**

The focus of 2018 was to work with all stakeholders in building a foundation for quality behaviour for learning. The Pastoral Care team worked with various forums involving students, parents and teachers in a thorough analysis of our current practices, our expectations and collaboratively developed strategies to take forward. The consultations were engaging for all, and assisted in clarifying what were to become the expectations for the future. Staff took all the information and refined the Pastoral Care processes to be integrated into practice.

As a focus at the beginning of the year, the students in Year 6 worked in groups to develop engaging video presentations displaying our school playground expectations which they then presented to all classes. This assisted in the promotion of the School values of respect and reconciliation.

The School continued the weekly focus on mental health issues published for parents and carers in the newsletter. We celebrated Harmony day and Indigenous literacy day, welcomed the Never give up, Encourage others, and Do your best (NED) program which highlighted quality behaviour and continued to increase parent engagement after the special grade Masses.

The Family Liaison Officer (FLO), whose main focus is to provide support for the school's parent community, continued to build relationships with the community. Courses such as 1-2-3 Magic were offered to assist parents and guardians in understanding anxiety and in developing spirituality. The FLO also worked to reach out to external agencies to assist families in difficult times.

Senior students worked with their teachers in reflecting deeply on their role as leaders in the school and worked with the Youth Ministry from St Peter's Catholic College Tuggerah before developing a leadership pledge which was presented to the school at the Opening Mass. The senior students continued to take a leadership role in building a community focussed on agreed school values by leading regular student support groups, combining students from each class under the leadership of a student in Year 5 and 6.

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### **Key Improvements Achieved**

In the area of Catholic Mission students were engaged meaningfully with the Word of God through creative, critical and prayerful encounter with the Word of God, and through the introduction of the *Sweeter than Honey* program as well as the provision of quality RE lessons. It has been observed that there has been an increase in the number of students participating in, and taking leadership roles in liturgical experiences.

In the area of Learning and Teaching, with the focus on improving student outcomes in reading and Mathematics, staff noted an improved engagement in learning in both areas. Teachers worked with leaders in both areas using the co-teaching method to reflect on and improve teaching and learning.

In the area of Pastoral Care, the community worked together to reflect upon and analyse aspects of Pastoral Care procedures before putting forward refined processes and procedures. There was an increase in the detail and the quantity of Behaviour Support Plans, which have focused teacher strategies on effectively assisting the students regulate their behaviour with a decrease in the number of playground referrals.

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

A key focus of 2019 will be the major Tier 2 School Review process coordinated through the Catholic Schools Office and involving an independent chair and external panel. The review will shape the strategic direction for the next six years. The annual goals for 2019 will focus on the following areas.

In the area of Catholic Mission, the School will aim to increase the student's engagement in their experience of Religious Education .

In the area of Learning and Teaching, the School will aim to achieve the goal of improving student learning outcomes in Mathematics.

In the area of Pastoral Care, the School will continue to improve the wellbeing of students through the use of the Social and Emotional (SEL) continuum with students.



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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**

All parents and carers were invited to offer their perspectives through the “Tell Them From Me – Partners in Learning” Survey.

Based on the data, some of the areas that stood out as strengths include:

- Parents feel very welcome.
- Teachers and the school principal are very accessible to parents.
- Written information from the school is in clear, plain language.
- Student reports are written in terms that can be easily understood.
- Parents perceived that teachers show an interest in the student’s learning and expect the children to work hard.
- Parents feel their children were included and treated fairly.
- The faith and Religious Education aspects of the school were prominent and effective.

Some of the areas which could be considered for development in the future include:

- Parent activities are not always scheduled at convenient times.
- Parents would like more information regarding their child’s social and emotional development.
- Parents indicated more work could go into anti-bullying strategies.

### **Student Satisfaction**

Year 4, 5 and 6 students were invited to offer their perspectives through the “Tell Them From Me” Survey.

Based on the data, some of the areas that stood out as strengths include:

- Students had a high participation rate in school sports.
- Students felt safe at school and felt they had an advocate they could turn to for advice both at school and at home.
- Students felt they had an opportunity to develop their faith and to celebrate prayer and liturgy.
- Students felt they were taught about Catholic values and had opportunities to engage in social justice initiatives.

Some of the areas which could be considered for development in the future include:

- A number of students did not feel they had friends at school they could trust.
- A number of students experienced bullying over the internet.

## Teacher Satisfaction

All teachers were invited to offer their perspectives through the “Tell Them From Me – Partners in Learning” Survey.

Based on the data, some of the areas that stood out as strengths include:

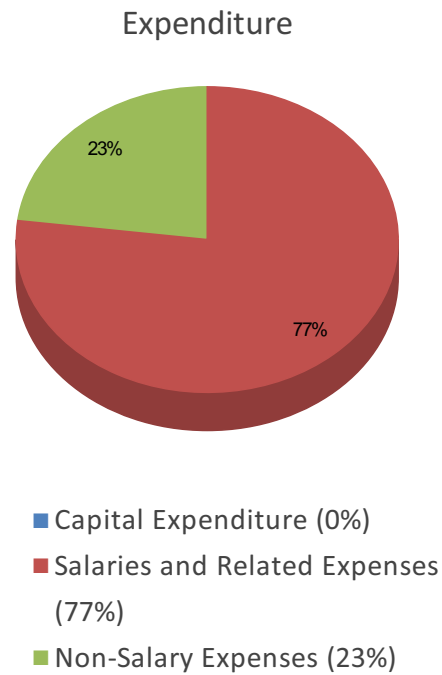
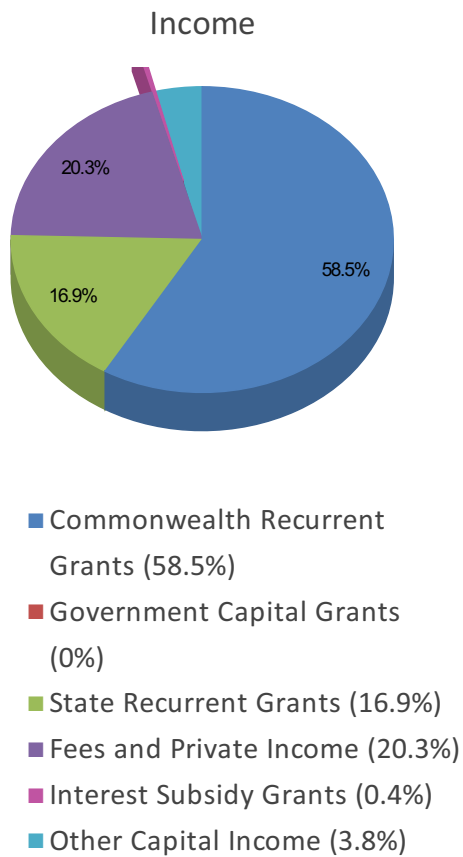
- Students with behavioural issues are handled effectively.
- High expectations are set for student learning and clear expectations are set for learning behaviours.
- Teachers effectively assist students with learning needs.
- Teachers work with parents to effectively identify issues that may be affecting student learning.
- Teachers note an importance in considering student voice.
- The school works effectively to provide students with opportunities to celebrate and develop their faith and understanding of the Catholic religion.

Some of the areas which could be considered for development in the future include:

- Teachers noted the need to share more readily among staff.
- Parents are not often requested to comment on student achievements.
- Teachers could use more strategies to involve parents in student learning.

## SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,613,438
Government Capital Grants	\$0
State Recurrent Grants	\$755,994
Fees and Private Income	\$908,357
Interest Subsidy Grants	\$19,045
Other Capital Income	\$171,666
<b>Total Income</b>	<b>\$4,468,500</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$711
Salaries and Related Expenses	\$3,310,420
Non-Salary Expenses	\$989,017
<b>Total Expenditure</b>	<b>\$4,300,148</b>