

Our Lady Help of Christians Catholic Primary School Epping

2010 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

We have much pleasure in presenting to the school community the 2010 Annual Report of Our Lady Help of Christians School Epping.

Our Lady Help of Christians is a K-6 co-educational parish school where students are valued and difference is respected and celebrated. We are a strong and vibrant Catholic community where the partnership between students, staff, parents and the parish is fostered.

A strong ethos of pastoral care exists in the school and this is evident in the increasing involvement of the different cultures that comprise the school community. The school continues to maintain its commitment to ensuring the respect and dignity of each individual and endeavours to support the parents in this community in their role as primary educators of their children.

The school is blessed with highly professional and dedicated staff who focus on meeting the needs of all the students in their care. 2010 was a very successful year with our school excelling in many areas. Highlights of the year are recorded in this Annual Report.

1.2 Message from the Parent Body

2010 was another successful year for Our Lady Help of Christians Parent Community.

Throughout the year, the parent body continued their great support of the school leadership team in their strategic goals with financial contributions allowing further purchases of technology and other educational and infrastructure requirements to support teaching and learning.

This year the parent community's main fund raising event was the Epping Christmas Market. This event proved to be an enormous success attracting a large number of stall holders and a very large number of visitors to the school. It was a fantastic community event with a family friendly atmosphere and much fun had by all.

The ongoing Fathers in the Classroom initiative and class parents program once again provided invaluable insight and rewards to both students and parents alike and continues to be very well received. The 'Class parents program' is a positive community building initiative which has strong support from the parent body.

1.3 Message from the Student Body

Our Lady Help of Christians is a place where we all feel safe, we feel like we belong and we are treated with respect by our teachers and our peers. The leadership opportunities allow senior students to act as role models for the younger students. We enjoy the times when we come together as a whole school to celebrate Mass, sporting carnivals, 'Dads in the Classroom' activities and book week celebrations.

Some of the activities that we, as students, are involved in at Our Lady Help of Christians include:

- Year 6 children act as role models for the Kindergarten children through the 'Buddy Program';
- Social justice fund raising initiatives;
- Leadership at formal assemblies;
- Coordination of liturgical celebrations;
- Library monitors.



2. School Profile

2.1 Introduction

Our Lady Help of Christians Catholic School is part of the Parish of Epping and Carlingford located in the Broken Bay Diocese, on Sydney's North Shore, in the centre of the shopping area of Epping. The school is a two minute walk from Epping station and located on the parish grounds, behind the church. With a main entrance from Cambridge Street, the school can also be accessed from Oxford Street, which is the main street in Epping.

The school caters for boys and girls from Kindergarten to Year 6. Students are drawn mainly from Epping, North Epping, Carlingford, Cheltenham, Beecroft, Eastwood and Marsfield. The school enjoys a positive profile in the local community and can be proud of its reputation for excellence in teaching and learning and a strong pastoral environment.

2.2 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
64	56	0	0	120

*Language background other than English

2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.

2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:

to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and

as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
13	0	0	13



2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 90%.

2.6 Teacher Satisfaction

Teachers at the school indicated from their annual staff surveys that the liturgical life of the school was an important part of their personal faith development. The opportunities provided for weekly staff prayer, whole school and class celebrations and the staff spiritual retreat allowed staff to strengthen their faith as educators in a Catholic school.

The core business of teaching and learning was supported with opportunities for staff to undertake professional learning in different curriculum areas. The staff also indicated that pastoral care and the building of community were strengths of the school.

The generosity of the parent community in providing financial support for purchasing teaching resources and support in the classrooms was greatly appreciated by the teaching staff.

2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	96
1	98
2	97
3	98
4	91
5	94
6	96

The average student attendance rate for the whole school for 2010 was 96%.

Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.8 Student Satisfaction

A survey conducted by Research Australia Development and Innovation Institute (RADII) found that the following statements were felt by a very high percentage of the student population: our school is a place where we feel safe and we show respect to other people; we are made to feel that we belong and there is a great sense of community at our school; we are a school who understands and accepts difference in many aspects of school life; I like my school and I am proud to be a student here.



3. Catholic Life and Mission

3.1 Catholic Heritage

Our Lady Help of Christians Catholic School was founded by the Mercy Sisters. Sisters Bede Murphy and Malachy Boyle were the first teachers and founders of the school in 1908.

For the next seventy years the Mercy sisters committed themselves to service and compassion for all in the school community. They modelled a strong work ethic and were dedicated in their role of providing quality education for their students. The Mercy sisters have created a rich heritage for future generations. Their Mercy values of service, compassion and quality education have endured the test of time and continue to be central to the school's mission.

The Catholic Mercy heritage is what sets us apart from other schools. It is the anchor for the current school culture which aims to educate its students to be faith-filled contributors to the world of the future.



3.2 The School in the Life of the Parish and the Diocese

The school is committed to educating the students in the Catholic faith. The staff worked to assist students to develop their relationship with Jesus. This has occurred in a variety of ways throughout 2010:

- The prayer and liturgical life of the school is valued and students are actively taught respect and protocols around worship.
- The Religious Education Coordinator and Staff prepared whole school and class masses and other liturgical celebrations during the year, ensuring that all students, teachers and parents had opportunities to be actively involved in the prayer life of the school.
- The whole school gathered each morning before lessons for prayers and a morning greeting.
- All classes set aside time each day for prayer.
- The staff met each Friday for morning prayer and reflection.
- The Year 6 students led the school Thursday assembly in prayer. Up to thirty parents attended our school assemblies each week.

This year all the students from Our Lady Help of Christians joined with the school community from St Gerard's Catholic Primary School Carlingford in a combined school Mass to celebrate as one Parish of Epping and Carlingford.

- The choir and children from a variety of classes sang for the elderly parishioners several times during the year. This was a source of great delight for both students and parishioners.
- The Religious Education Coordinator attended sacramental information meetings and school parents acted as hosts and group leaders for the parish based program. Teachers attended the Sacraments of First Reconciliation, Confirmation and First Eucharist.
- School and parish parents assisted with a Children's Mass each month. The morning tea served afterwards continued to be popular with the families.
- All of the Year 6 students attended the Year 6 Diocesan Cluster Mass and Mission Mass and staff attended the Diocesan Staff Mass. These were valued opportunities for



the students and staff to be connected with the larger system of schools to which we belong.

- Primary classes attended parish masses each term.
- Year 6 served morning tea after the monthly healing Mass.
- Families from the school participated in the annual parish Mass and picnic.

3.3 Catholic Worldview

The Catholic Worldview is the Catholic lens through which we, as Catholics, interact with the world. It is a tangible expression of the call to Catholic discipleship. The Catholic Worldview pervades all aspects of the school's life including its policies, practices and procedures.

Staff participated in weekly prayer each Friday morning. Individual members of staff are rostered on for organising, preparing and leading prayer.

Daily prayer took place each morning in all classrooms. This allowed children time to listen to God's call, reflect upon their lives and to talk to God. A prayer table and sacred space was a feature in every classroom. These were updated to reflect the current liturgical season.

The students in Year 6 participated in reflection days coordinated by the Parish Youth Worker and the team of support staff.

Social justice initiatives gave children a sense of proactive engagement with Catholic discipleship. The students were provided with numerous opportunities to engage in outreach activities.

In Term 1, the school supported Project Compassion. Fundraising initiatives were conducted in each classroom. This was supported by learning about the work of Caritas.

In Term 3, money was raised to support the Catholic Missions in Peru. A representative working in the Missions informed the children of how the money would be used and the life experienced by the people living in these needy areas.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

The staff of the school participated in a spirituality professional learning day facilitated by the Catholic Schools Office Mission Services Education Officer and a liturgist facilitator. The focus of the day was 'The Eucharist'.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The staff completed their annual review of the Behaviour Management Policy, the Anti-Bullying Policy and the Pastoral Care Policy. All these policies were examined under the lenses of the Diocesan policies and changes were made to link school policies with Diocesan policies.

4.3 Pastoral Care of Families

The welfare fund that had been established in previous years continued and funds were used from this source to support families within the school community.

The School Counsellor from the Catholic Schools Office continued to support the school and interacted with several students and their families during 2010. These needs were identified by classroom teachers in consultation with the Principal.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

All seven Key Learning Areas (KLAs) were taught across all seven grades (Religious Education, Mathematics, English, Personal Development Health and Physical Education, Science and Technology, Human Society and Its Environment and Creative Arts). These KLAs are developed by the NSW Board of Studies. The content is covered in a two year Stage cycle ensuring a balance across content K-6.

Following the Annual Plan for 2007 - 2010, Our Lady Help of Christian's staff continued to focus on the development of the use of thinking and research skills to challenge students' learning.

The Quality Teaching Framework was a focus in the Key Learning Area of Human Society and its Environment. Staff worked in stage teams and implemented the Quality Teaching Framework into the units of work. Time was given for planning, focusing on assessment and reflection of the teaching practices used.

A focus continued in the early identification of students with needs in literacy. The Learning Support Team identified these students and implemented individual programs to meet these needs.

The Annual Plan 2007 - 2010 also identified the need for development in Numeracy. The Assistant Principal undertook the role as Numeracy facilitator and with the assistance of Education Officers, from the Catholic Schools Office, the staff began professional learning focusing on explicit practice in Numeracy.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 - 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 - 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- 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.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.



- In the 2010 cohort, there were 16 students in Year 3 and 13 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	0	0	0	31	69	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	0	19	31	50	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	6	0	6	31	13	44	94
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	0	6	0	25	69	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	0	6	13	13	69	100

100% of the students in Year 3 from Our Lady Help of Christians achieved above the national minimum in Reading, Writing, Grammar and Numeracy. Almost all students were in the top two bands in Reading and Grammar and Punctuation, 95% of the students were in the top three bands (bands 4, 5 and 6) for numeracy and 100% of students were in the top three bands (bands 4, 5 and 6) for writing.

These results indicate that these children have high levels of skill in these areas. The challenge in numeracy will be to extend this cohort of children to further develop their knowledge and skills by providing explicit teaching in targeted areas that need to be strengthened. The school has taken a particular focus in numeracy teaching and learning over the past twelve months and it is expected that this will begin to have further impact in the years ahead.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	8	8	15	23	31	15	92
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	0	23	38	15	23	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	8	31	8	8	15	31	92
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	8	23	8	38	23	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	0	38	23	31	8	100

100% of the students in Year 5 from Our Lady Help of Christians achieved above the national minimum in Writing, Grammar and Punctuation and Numeracy.

5.3 Extracurricular Activities

At Our Lady Help of Christians, the students are given opportunities to actively participate in a wide variety of extracurricular activities. Some of these include:

- Year 5 Debating (organised by local Rotary Club);
- Maths Olympiad (students from Year 5 and 6);
- Australasian School Competitions (Years 3 to 6, voluntary);
- School choir;
- Guitar group;
- Young Leaders Day (School Leaders);
- Public Speaking (Years 2 to 6) and Diocesan Public Speaking Competition
- Keyboard and piano lessons available before and after school;
- Sports
 - Cross country team
 - Swimming team
 - Athletics team
 - Soccer and netball gala days
 - Diocesan selection for sports (netball, softball, cricket, rugby, touch football etc.
 - School netball and soccer teams.



5.4 Professional Learning

Whole Staff Professional Learning:

- NSW Quality Teaching Framework
- Religious Education in the Primary Classroom
- Adult Faith formation
- CPR – update
- The use of technology to support teaching and learning
- Numeracy development
- Literacy development
- Developing knowledge of an asthma friendly school
- Teaching strategies linked to the Quality Teaching Framework

Selected staff members:

- NAPLAN Analysis
- Text Type Writing
- Child Protection and Risk Management
- OHS Training
- Finance and Budgeting for Schools
- Educational leadership
- Learning Support within the curriculum
- PDHPE KLA
- Information, Communications and Learning Technologies (ICLT) in the Primary Classroom
- Pedagogy Initiative in Mathematics
- Mentoring Program



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

When targeting goals for 2011 the school referred to the new school Strategic Plan 2007-2010 and the School's Mission Statement. The 2010 annual goals listed below identified areas of priority and what was achieved to meet these goals:

Priority Area 1: Catholic Life and Mission

- Strengthen the religious knowledge and provide opportunities for faith formation of staff, students and parents.
- Further enhance and extend relationships across parish.
- Develop practices and structures which reach out to the whole school community to ensure we provide quality pastoral care for evangelization.

These goals were achieved with teachers attending the 'Ministry For Teachers' Diocesan spirituality course; staff spirituality day examining 'Eucharist'; whole school Masses and liturgical celebrations; Parish family Masses and involvement in Parish sacramental programs.

Priority Area 2: Pastoral Care

- Ensure a high level of pastoral care amongst the whole school community where respect, tolerance, understanding and inclusion are evident.
- Develop and further encourage practices that are inclusive of the whole school community.

The school community promoted pastoral care in all aspects of school life and the values of respect, tolerance, understanding and inclusion were taught in classrooms and promoted in the newsletter.

Priority Area 3: Curriculum Teaching and Learning

- Meet the needs of the students through a consistent approach to quality pedagogy K-6
- Support students and staff in the use of emerging technologies that enhance quality teaching and learning.
- Differentiate the curriculum in order to cater for the diverse needs of students including gender education and gifted education.
- Further develop existing curriculum to improve student outcomes, particularly focusing on Mathematics.

Teachers were allocated time to work with students in the area of Mathematics enrichment programs through the implementation of the authentic learning initiative, 'Leaders Transforming Learning and Learners', in Numeracy. Workshops were conducted focusing on the use of the interactive whiteboard to support teaching and learning.



Priority Area 4: Leadership

- Model collaborative and authentic leadership in order to inspire other community members to higher levels of engagement and commitment.
- Collaborate with all stakeholders, to ensure roles and responsibilities are clearly identified, communicated and underpinned by the values of justice, inclusion, respect and understanding.

A 'Roles and Responsibilities' document was implemented in consultation with parents, teachers, the leadership team and Catholic Schools Office Parent Liaison Officer. Shared teacher leadership opportunities were provided for staff to lead learning.

Priority Area 5: Professional Learning

- Balance between whole school and individual learning
- Identify and embed professional learning processes that improve student learning

Teachers were able to attend Professional Learning activities in a variety of learning domains such as mathematics, literacy, behaviour management, religious education and creative arts.

Priority Area 6: Stewardship, Management and Accountability

- Utilise all available resources for on-going school improvement and development.
- Raise the profile of Our Lady Help of Christians in the local community through celebrating achievements, active community involvement, developing positive relationships with pre-schools and high schools and establishing a formal publicity committee.
- Generate, implement and monitor a three year technology plan to guide the purchasing and integration of ICLT across all facets of school life.

Interactive whiteboards and other resources were purchased to support teaching and learning. The Parents and Friends provided funds to support promotion of the school in the wider community through advertising in the local media, printing of flyers and support for the 'Open Day' that was held during Catholic Schools Week.

6.2 2011 Priorities and Challenges

- A major focus for the teachers and school community in 2011 will be:
- Differentiating of the curriculum to cater for the diverse needs of students with a focus on Gifted Education.
- Continue to further develop the existing curriculum to improve student outcomes, particularly focusing on Mathematics.
- To develop and implement a spelling program across the school.
- Continue to develop best practice in the teaching of text type writing.
- Continue to share the strong educational and communal aspects of the school with the wider community



7. Parent Participation

7.1 Introduction

The school can be proud of the high level of involvement from the parents. As a small Catholic school, the students' learning environment is greatly enriched by the purposeful contribution of many families across the school community.

This involvement spans many areas of school life. Parents actively participate in programs involving faith formation, learning, sport, social events and fundraising.

- Many parents attended classroom masses held in the Year 3, 4, 5 and 6 rooms.
- Parents acted as group leaders and host families for the Parish Sacramental Program.
- Whole School Masses are well attended by our parent community.
- The "Dads in the Classroom Project" ensure that dads have an opportunity to assist in class based activities with a major focus on literacy.
- Parents coordinated the Epping Twilight Markets which is the major fund raising initiative within the school.
- Swimming and athletic carnivals are strongly supported by our parent community. Parents also transported children to the next round of competitive events for swimming, cross country and athletics.
- The teachers and students were assisted by parents on various school excursions.
- Parents coordinate the soccer and netball clubs. The teams are coached and managed by parents and assistants. In 2009 the school fielded netball teams and soccer teams. Both girls and boys play in the soccer competition across all ages.
- This year saw the enjoyment of a successful Gala day. It was a fun day for members of all families within the school community.
- The school benefits from an active Parents' and Friends' Association. The P&F were responsible for raising funds to purchase books for the library and teaching resources. Funds were also raised to purchase new laptops for the school, interactive whiteboards and sporting equipment.
- Parents attended nights as part of the Parent Education Program.
- Parents attended sessions on assisting children in reading
- Parents provide support and assistance in classrooms, Library, canteen and uniform shop.

The Parents' and Friends' Association were also responsible for organising many opportunities for parents to enjoy themselves socially. These included: the Welcome Barbecue, Mother's Day Thank You Night, Father's Day Breakfast, and School Disco.

7.2 Parent Satisfaction

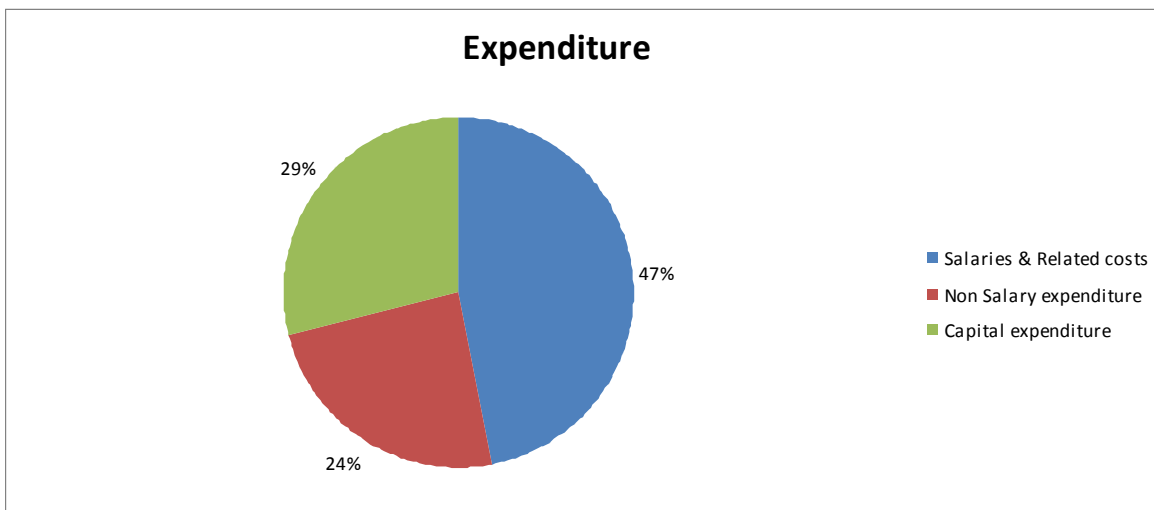
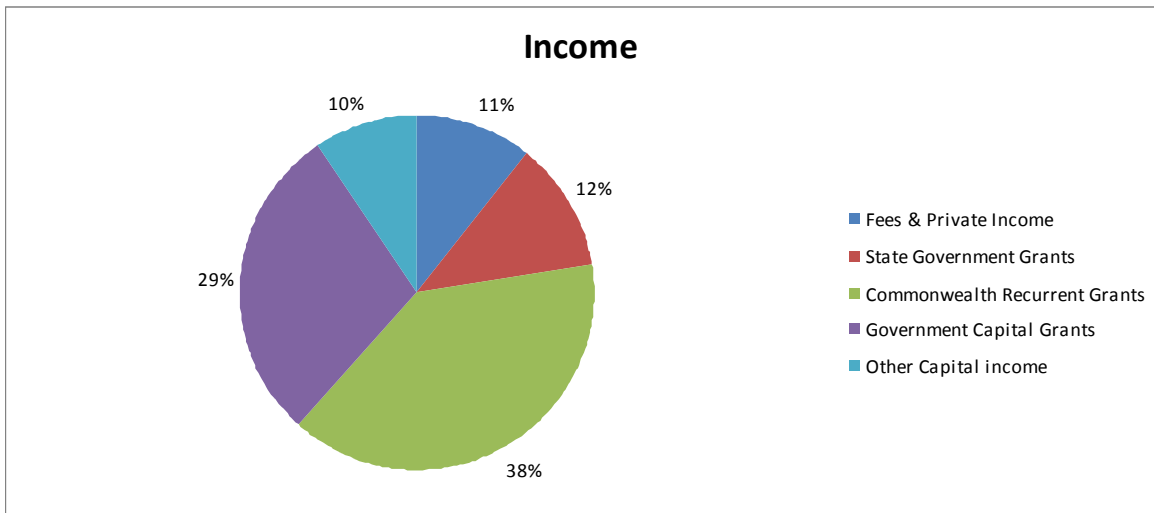
The parent community were very supportive of the strategic direction of the school during 2010. The sense of welcome and belonging was promoted through the positive partnership that exists between school and home.

Strong communication links and the opportunity for parent involvement in many areas of school life was highly valued by the parent community.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.