

Our Lady Help of Christians Catholic Primary School, Epping
Annual School Report to the Community

2014



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Principal

Mrs Mary Hor

ABOUT THIS REPORT

Our Lady Help of Christians Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

This annual report for Our Lady Help of Christians' Catholic School provides information about the progress of our school during 2014. At all times, the school strives to educate students to reach their highest potential as teachers work in partnership with our valued parent community. We celebrate our Catholic faith, based on Gospel values and in the tradition of the Mercy sisters, we uphold the values of respect, hope, justice and love.

Parent Body Message

During 2014, the Parents and Friends team worked closely to utilise the many talents and gifts of the parents in the school community. As a result of a parent organised survey used to 'reach out' to parents and seek feedback about a range of issues, there was an effort to engage more of our parents through sharing the many leadership roles involved in hospitality and fundraising efforts. A positive energy and enthusiasm was evident with our major fundraising, the Epping Twilight Markets.

Student Body Message

The students of Our Lady Help of Christian's School, apart from the learning and leadership opportunities, appreciate the many valued experiences to:

- assist with hosting our school markets
- participate in our bi-annual school musical and our musical soiree
- showcase our learning in Yr 5 & 6 through Night of the Notables
- use technology such as iPads, IWB's, learning response devices to assist our learning
- represent our school in swimming carnivals, athletics carnivals, netball/ruby/basketball/soccer gala days
- work together to raise awareness of the needy and celebrate the essence of our faith through liturgies and masses.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady Help of Christians Catholic Primary School Epping, is a Catholic systemic co-educational school.

- 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. Classes have small numbers of students in each of the 7 classes.
- The parents play an active role at the school through involvement in the Parents and Friends Association, class parents, Dads in the classroom, market committee, tuckshop rosters, class and library helpers.
- Extra curricular activities include chess at lunchtime, Mandarin classes after school, piano lessons in the afternoon, recorder group at lunchtime, choir before school.
- Specialist Learning Support, Music, Sport and Library teachers are employed.
- Year 5 & 6 students participate in a camp alternating between Canberra and Bathurst.
- Parents may choose for their children in Yr 3-6 to participate in the ICAS(International Competitions and Assessments for Schools) organised by the University of NSW for Mathematics, English and Science.
- Students in Yr 5 participate in a debating competition organised through the Rotary Club of Epping for six schools in the Epping area.
- Leadership Awards are presented to Yr 6 students by the Rotary Club of Epping and the Rotary Club of Eastwood.
- Former students of the school also present a junior and senior award for leadership and discipleship shown in the community.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
76	64	37	140

* Language Background Other than English

Enrolments at Our Lady Help of Christians Catholic School are remaining steady. The trend for enrolment is for our boys to complete their primary education with the support of the smaller classes and individual attention.

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 2014 was 94.83 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.80 %
Year 1	94.40 %
Year 2	95.30 %
Year 3	96.00 %
Year 4	94.00 %
Year 5	95.80 %
Year 6	93.50 %

Student attendance rates remain high at Our Lady Help of Christians School.

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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	2	17

* This number includes 7 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.	15
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	KidsMatter
Day 2	Extending Mathematical Understanding
Day 3	Prayer

Professional learning involved the administration of the Mathematical Assessment Interviews

(MAI) by teachers to determine the level of instruction for each child, at the beginning of the year, the ongoing support in the implementation of strategies and the use of data to improve student outcomes.

Regular 'tekky brekkies' are a professional learning feature of Our Lady Help of Christians School. The briefings ensure that staff continue to be contemporary in the use of technology to ensure optimum outcomes for students.

The librarian conducted professional learning around writing criteria and using a rubric as an assessment tool.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and 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 life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Our Lady Help of Christians is a Catholic primary School founded in 1908 by the Mercy Sisters. The Mercy Sisters created a rich heritage for future generations and their values of service, compassion and quality education continue to be central to the school's mission.

The life of the school is based on Gospel values where we are committed to educating students in the catholic faith, assisting students to develop their relationship with Jesus and nurturing a welcoming and inclusive community.

To promote the care and respect of every person and all of creation the Catholic Worldview is embedded in the whole curriculum.

At Our Lady Help of Christians there is the presence of distinct Catholic symbols and practices as part of the daily life of the school. Each classroom and the school foyer have a dedicated sacred space reflecting the cycle of the Liturgical year.

At Our Lady Help of Christians there is a strong emphasis on celebrations, prayer and sacraments. Students attend, assist in organising and participate in whole school masses, class masses and liturgies throughout the year to celebrate liturgical and community events. Year six students attend the annual North Shore cluster mass. The Year six students responded to Bishop David Walker's invitation to share their thoughts on Catholic Discipleship and how this can be applied to their daily lives. Sunday masses are allocated to specific year groups to participate in with their families.

Our Lady Help of Christians support the Parish Sacramental Programs of Confirmation, Reconciliation and Eucharist.

The Parish Priest is involved in many aspects of our school community including the

Commissioning Mass for teachers at the beginning of the year, celebrating class and Parish Masses, classroom visits to support learning in RE modules and attendance at staff spirituality days.

At Our Lady Help of Christians, under the protection of Mary, our patroness, we work in partnership with parents and the parish. Students visited the elderly at the local community hall in 2014 where they performed songs as well as conversed with the elderly. The school choir performed at the Beecroft Nursing home. Our school community supported fundraising for our specific charities each term. A representative from the Mercy Sisters was invited to talk to the students about the community in Candella, Peru and then students had the opportunity to purchase local craft items to assist this initiative. The Year Six Social Justice leaders promoted this event by speaking at Sunday Masses to the wider parish community

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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2014 the introduction of the new Mathematics and English syllabi was a focus for Our Lady Help of Christians School. With the commencement of a two year project called Extending Mathematical Understanding (EMU), the enhancement of teaching Mathematics was emphasised. In the area of writing, the staff were motivated to use good literature and the librarian as a resource to assist with scaffolding improvements in writing and using a rubrics to give students feedback.

The seamless use of iPads as a tool to assist with enriching learning experiences continues to thrive in all Key Learning Areas (KLAs). Banks of iPads and laptops for classes to access is motivating the learning at Our Lady Help of Christians School. Support of professional learning for teachers in the effective use of technology as a tool to assist in their teaching of all subjects continues with regular updates at 'tekky brekkies' at Our Lady Help of Christians School.

During 2014, a special early learning initiative was implemented at Our Lady Help of Christians School with a series of 'pop-up playgroups' being a feature each term for the parish playgroup. The parish playgroup, which meets each week in the school hall, is a gathering of parents from the parish and they give their children the opportunity to play together while the parents are able to interact socially. The 'pop-up playgroups' were advertised each term and were based on a theme or learning concept. The Kindergarten teacher from the school read a story to the preschoolers and then early learning advisers and other curriculum experts from Catholic Schools Office worked with parents to assist them with strategies to help their children learn from play experiences. Mathematics was a focus for one of the 'pop-up playgroup' sessions and parents looked at resources to purchase or simple items to use in the home and help children learn about Mathematical concepts that are important in early learning. The final 'pop-up playgroup' for the year involved a visit to the school by Taronga Zoo. The zoo visit was offered to new enrolments as part of the revised transition process. The 2014 transition of new Kindergarten students included an earlier session where parents and students worked together on learning experiences. At a later session, new enrolments met with current Kindergarten students and

their Year 6 buddies. Parents also had an opportunity to learn from an early learning expert about how children learn in the early years and how the brain works.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	94.50 %	49.90 %	0.00 %	11.90 %
	Reading	83.40 %	46.20 %	0.00 %	13.10 %
	Writing	94.40 %	39.10 %	0.00 %	11.20 %
	Spelling	72.20 %	43.70 %	0.00 %	14.80 %
	Numeracy	77.80 %	36.20 %	0.00 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	71.40 %	36.60 %	4.80 %	16.10 %
	Reading	33.30 %	34.50 %	0.00 %	16.30 %
	Writing	52.40 %	15.50 %	0.00 %	21.40 %
	Spelling	61.90 %	33.60 %	4.80 %	16.40 %
	Numeracy	28.60 %	25.90 %	4.80 %	18.10 %

NAPLAN Comments

Students in Yr 3 performed strongly in all areas of NAPLAN. Explicit teaching and strong scaffolding of learning experiences have ensured that our students are confident learners. High expectation of student achievement for all students reflects on our large number of students represented in the top 2% bands. In all areas, our top students are well above national figures.

For our students in Yr 5, our results indicated that with our small cohort, we have strong representation in the area of grammar, punctuation, writing and spelling. Growth for individual students in Year 5 is evident in numeracy and reading.

To maximise student learning opportunities and respond to data such as NAPLAN, modifications are made to teacher programs assist students to meet their point of need in learning. Small groups or individual support is offered to students.

The results for both Yr 3 and Yr 5 indicate that current teaching programs and intervention strategies are working effectively to support student skills and knowledge across all facets of literacy and numeracy. The expectation is that all students will continue to extend and develop their skills and continue to show growth. Explicit teaching will continue to be a focus in 2015 to ensure our high standards are met and exceeded.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

At Our Lady Help of Christians School we create a safe and friendly school environment by:

- Showing respect and care for ourselves and others by being considerate;
- Ensuring the safety of ourselves and others, and
- Respecting the property of the school, ourselves and others

Strategies to promote school based pastoral care at Our Lady Help of Christians School fall within the following broad categories:

- 'Moral education' in the context of Religious Education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged.
- 'Across the curriculum' values teaching (eg discussing characters in novels, their relationships, imbalance of power etc).
- Teaching specifically related to bullying in the PDHPE curriculum (eg Interpersonal Relationships, roles and responsibilities, peers, families etc).
- Clear, consistent statements from staff to children about the nature and unacceptability of inappropriate behaviour

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 School aims to provide an environment where all children, parents and staff feel safe and secure.

The Behaviour Management Policy aims to incorporate the recognition of both appropriate and inappropriate behaviours and the reward/consequences for both.

The Behaviour Management Policy recognises that if we all share the responsibility for discipline, with a positive and pastoral outlook for the children in our care, then a safe, challenging and caring environment should be possible for all children, staff and parents.

The introduction of *KidsMatter* to Our Lady Help of Christians School has given a broader framework to our commitments of celebrating our faith, challenging our students to achieve, educating students to be life-long learners and reaching out to others in justice and love.

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.

With our Anti-Bullying Policy at Our Lady Help of Christians School we work in partnership to

- Nurture a welcoming and inclusive community
- Foster the confidence and self-esteem of each student
- Teach students to make responsible choices
- Value the rights of others and respect differences

Bullying is viewed as a breach of the school's Code of Conduct. Any report of Bullying will be investigated and appropriate action will be taken. The response to bullying will provide:

- guidance and other support for the victim
- appropriate and consistent sanctions and support for the bully

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.

At Our Lady Help of Christians School, we acknowledge that as either a member of staff, a student, a parent or a member of the wider community can feel aggrieved about an issue happening at school. We seek to resolve these issues through direct discussion with parties concerned. Regular reminders are placed in school newsletters for parents to take advantage of procedures to speak to teachers, the Principal or the Catholic Schools Office about all areas of concern. Complaints are addressed in a timely and confidential manner to prevent escalation of issues.

Initiatives Promoting Respect and Responsibility

The community of Our Lady Help of Christians School promotes responsible attitudes and behaviour through assisting mission work in Peru, South America. Other student initiatives such as 'socktober' - or 'sock it to poverty' - have raised awareness of global responsibilities of our community.

Through fund raising efforts for Catholic organisations such as St Vincent de Paul, the community of Our Lady Help of Christians School has been successful in 2014 in showing a responsible attitude through donating food and other items to hampers and also selling craft items to raise cash donations.

The respectful community begins each day by reciting the school prayer which is a daily reminder that we value 'respect, hope, justice and love'.

In a small school, we provide many opportunities to promote leadership of our students and teachers as they participate in learning. During 2014, our students were able to raise awareness and responsibility for the marginalised through promotion of fund-raising efforts in the parish community.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

During 2014, the Strategic Improvement Plans for Our Lady Help of Christians School included:

- Mission:- To continue to develop a better understanding of the students' relationship with Jesus
- Teaching and learning:- to enhance teacher practice through professional learning opportunities exploring the Extending Mathematical Understanding project and to develop a shared commitment in implementing the Australian Curriculum in Mathematics and English with a contemporary school wide pedagogy to consistently challenge learners
- Pastoral Care:-To select and implement strategies to enhance student well-being and mental health through the launch of *KidsMatter*

Priority Key Improvements for Next Year

In 2015, Our Lady Help of Christians School will engage in a review process of the strategic plans of 2012-2014. In the area of Mission, the school is adopting the Diocesan focus on the words of Pope Francis in his encyclical, *the Joy of the Gospel*. In the area of teaching and learning, the school will continue the Extending Mathematical Understanding project and enhance understanding of the new Science curriculum. In the area of wellbeing, Our Lady Help of Christians School will continue to embed *KidsMatter*.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

At the end of 2014, the parents indicated a strong support for the school and they expressed satisfaction with their sense of increased engagement in the school. The Parents and Friends Association has made a conscious effort to share the load of responsibilities and so reduce workload. The parent survey gave the committee important data for them to use to direct their efforts for 2015.

Student Satisfaction

The school leaders reported how they valued:

- the school concert
- Night of the Notables
- Musical soirees
- iPads in classrooms
- public speaking
- mufti-days
- gala days
- excursions
- dedicated teachers and staff

Teacher Satisfaction

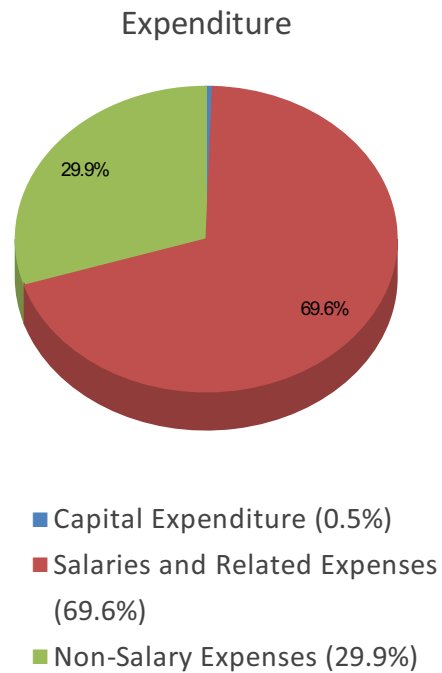
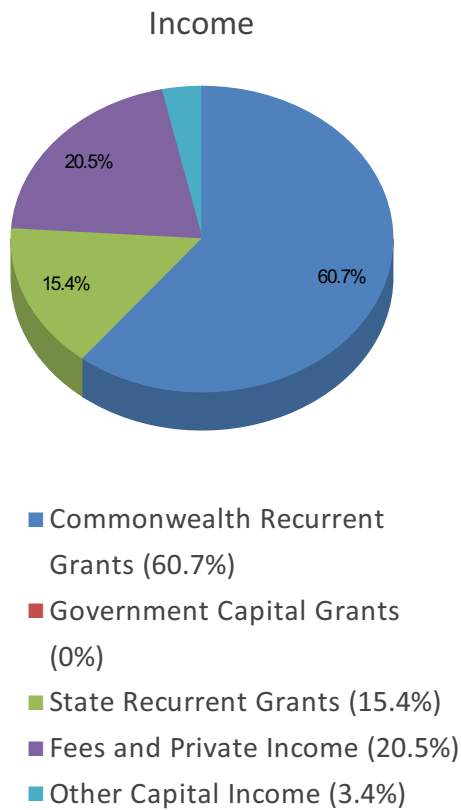
The school offers a supportive environment and the staff is committed, caring and responsive to the needs of the students and their parents.

The teachers express a high degree of satisfaction with:

- the professional learning experiences
- positive relationships and partnerships between staff, students and parents
- the sense of support and trust to meet the needs of the learners.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,238,515
Government Capital Grants	\$0
State Recurrent Grants	\$313,573
Fees and Private Income	\$418,596
Other Capital Income	\$70,061
Total Income	\$2,040,745

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$10,583
Salaries and Related Expenses	\$1,370,334
Non-Salary Expenses	\$588,971
Total Expenditure	\$1,969,888