



2019

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

59 Seaview Street, BALGOWLAH 2093

Principal: Mrs Fran Taylor

Web: www.scdbbb.catholic.edu.au

About this report

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

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

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

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

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. 2019 has seen us celebrate 90 years of educating children. During that time the school has continued to develop to keep abreast of 21st century learning needs.

The school ethos is built around high expectations. As a community we model to students what it is to be challenged, to be problem solvers, to be collaborative and to be resilient. Students are explicitly taught to clarify and justify their thinking and teachers model best practice to their peers through co-teaching opportunities as a focus for professional learning.

As a community, our Mission focus has been on responding to God's call to be caretakers of our earth and to spread the message of hope and joy.

Parent Body Message

At St Cecilia's there are many opportunities to develop a strong partnership between the school and parent body. At the school, we are blessed with a strong sense of community and engagement with Parents, Students, Teachers and Church. One example of this, is the Parent Network committee and quarterly meetings. There are many roles on the Parent Network committee to enable parents to participate as committee members, volunteers, or as an Executive member. The Parent Network is a fun and engaging way to become accustomed with the school and provide invaluable assistance to the enhancement of the cultural life and fund raising of the school to deliver better outcomes for our children and school community. This culminated in 2019 with a Gala Dinner which was well attended by many parents and friends / sponsors of the school, which raised numerous funds for the school and deepen the many old and new friendships.

Another example of bringing this partnership to life, is the School Advisory Committee ("SAC"). The SAC provides a framework for parents to provide objective and open suggestions to the school leadership team on matters relating to the educational well-being of all students and educational outcomes. As well, it provides a way for the Principal to get a sense of parent perspectives and a feedback loop. The SAC has for example supported the school with sending out feedback questionnaires to hear from parents on what's working well / what's not working well yet. In 2019, the SAC also issued a Home Learning Survey sent to all parents. In this way, we furthered the opportunity for advocacy on school improvement.

Ultimately, what you put into something is what you will take out of it. Everyone is encouraged and enabled to be involved in the life of the school in a way that suits you and your family. Certainly, such participation will embed our strong parent relationships and community, whilst reinforcing to our children a strong sense of other and service.

Student Body Message

As the 2019 School Captains it has been a privilege to represent and serve the school and community. We have learned so many new things and met so many new people. We have proudly represented the school by laying a wreath at the Manly ANZAC memorial, attending the Leadership and Mission days and leading SRC meetings. We have also proudly spoken at many school events, welcoming visitors and leading assemblies. We've learned a lot about helping those in need and following in Jesus' footsteps. We strive to have the same characteristics shown in the story of Moses. Moses worked hard to answer God's call to leadership even though he felt he was unworthy. We hope that we've set a positive example for future leaders of St Cecilia's and younger students. We have also learned a lot about ourselves during this experience. We have developed important skills such as persistence, confidence, resilience, taking responsible risks and thinking flexibly. Overall, as the School Captains of 2019, it has been a great honour to represent the school at many different events and activities. We are so grateful to have served this amazing school and all its students.

School Features

St Cecilia's Primary School Balgowlah, is a Catholic systemic co-educational school founded by the Sisters of the Good Samaritan Order.

The School is situated on the lower Northern Beaches of Sydney with an enrolment of 285 students. The learning environment is made up of a mixture of flexible learning spaces and more traditional classrooms.

St Cecilia's Parish is twinned with St Kieran's Parish, Manly Vale, as the Catholic Community of North Harbour. Both parishes are ministered by the Augustinian Order. To celebrate 90 years of educating children, we launched our new school logo which retains symbolism from the Good Samaritan order as well as the Augustinian Priests, our pastoral leaders. We retain the open book of scripture, symbolising learning and a search for knowledge. The olive branch symbolising peace. We added the flaming heart symbolising our love of God and our fellow brothers and sisters. These symbols are a rich reminder of the school's history and of its 'story'.

There are many extra-curricular activities made available to the students both within and outside school hours. These include chess, taekwondo, drama, coding, tennis, instruction in playing musical instruments, opportunities to represent the school in a range of sporting events, singing at eisteddfods, debating and public speaking as well the opportunity to participate in academic pursuits such as Maths Olympiad, Night of the Notables, Future Problem Solving, the da Vinci Decathlon and the Maths Challenge.

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
152	129	18	281

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.59%. 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
94.93	93.44	93.14	93.95	92.52	93.07	94.27

Managing Student Non-Attendance

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

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

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	25
Number of full time teaching staff	13
Number of part time teaching staff	7
Number of non-teaching staff	5

Total number of teaching staff by NESA category

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

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

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

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

Professional Learning

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

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

Summary of professional learning at this school

During 2019 Professional learning focused on

- The new PDHPE syllabus and implementing it into the classroom. After the professional learning day two of our teachers were involved in writing units of work for colleagues in our Diocese.
- Spelling. Teachers explored ways of guiding thinking for effective spelling. The year then culminated in a whole school spelling bee where children used the strategies implemented during the year.

Our Assistant Principal continued to offer professional learning in literacy to all staff by co-teaching writing and spelling in context in the classroom.

Our Mathematics coordinator did a similar thing in numeracy, co-teaching with year 1 and 2 teachers focusing on pedagogical and content knowledge to increase student engagement in Mathematics .

One staff member completed a Master of Gifted Education.

STEM was also a focus for teacher development. A scientist was consulted as a professional learning partner throughout the year to support teacher development in this area.

During term 4 we partnered with a small group of Diocesan Schools to embed New Pedagogies for Deep Learning into learning programs during 2020.

Catholic Identity and Mission

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

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

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

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

St Cecilia's is first and foremost a Catholic School and, as such, Mission is of primary importance. The School's Catholic faith, heritage and story are evident in the RE teaching and learning program, the integration of Catholic values across the curriculum, the liturgical, prayer and sacramental life of the school, opportunities for reflection and many social justice initiatives.

St Cecilia's inquiry program has been developed to make gospel values explicit and relevant to daily life, its challenges and surprises. In this way, the values of Catholic education are taught not only in formal RE lessons but also integrated within the other Key Learning Areas. Prayer and liturgy are central to school life. All members of staff have been engaged in professional learning. Three staff members attended the Sweeter Than Honey summit offered by the Diocese this year. They in turn introduced new ways to 'taste and teach scripture' to the students and the parent community.

The liturgical life of the School includes whole school masses, parish sacramental celebrations and Liturgies of the Word to celebrate significant feasts and occasions.

Social justice initiatives are embraced each term and include both fundraising and education/awareness programs. The Religious Education Coordinator (REC) assists to coordinate the outreach programs with the parents and Advisory Council members. This year Good Sam (Good Samaritan) fundraising days continued to focus on serving others rather than receiving

treats for donations. The School worked in partnership with the parish to support St Vincent de Paul, the GIFT program and Seekers Supplies program and donated to Vinaka Fiji, an organisation that supports the community who live on Yasawa Islands in Fiji. The donations to 'Bulla Books' assisted to transport books to a needy school in Fiji for their library.

In 2019, we celebrated the 90th Anniversary of the school. We had a Mass that was well-attended by both past and present members of the community. Dignitaries included Parish and Diocesan Priests, Patty Fawkner, a member of the Good Samaritan Order, Ms Zali Steggall, Federal Member of Warringah, Mr James Griffin, Local Member for Manly, Dr Tony Bracken, Acting Executive Director of the Catholic School's Office and Ms Anne Duncan, Northern Beaches Consultant for catholic schools. The community joined together in prayer and song to give thanks for the work of the Good Samaritan Sisters and the Augustinian Order for all they've done to ensure St Cecilia's works for the good of the students and families so a high quality Catholic Education is provided to them. As part of our celebrations the school gave a donation to the Good Samaritan Foundation.

Each term parents are offered the chance to immerse themselves in spiritual development through the school's Heaven on Earth program. It has been very well received by the parent community who value the importance of connecting with their own faith in a forum that is non-judgmental and open. Parents are also invited to be involved in spiritual immersion opportunities that are offered by the parish.

Curriculum, Learning and Teaching

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

St Cecilia's offers an engaging purposeful primary education. Our team of passionate teachers delivers the curriculum through exciting, differentiated, inquiry based learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning. The expectation is that every student will learn and achieve positive outcomes. Our primary classes enjoy a more flexible learning environment that combines two single classes into a shared learning space with two teachers. This ensures the curriculum can be more easily differentiated to meet students' learning needs and create a growth mindset amongst the students. School data provided proof that the routines and expectations introduced in the flexible learning space improved student outcomes both academically and socially.

This year, coding lessons have continued year 1 to year 6. Coding supports the mastery of our students with sequencing skills, counting, problem solving, logical thinking, cause and effect, and critical thinking. During 2019 St Cecilia's Learning Framework has been used to develop a connection between Geography and Science and Technology units of work so as to embed the STEM by design process into all classrooms. Year 4, 5 and 6 students participated in the Annual Northern Beaches STEM Fair.

The St Cecilia's staff took part in professional learning in the area of Spelling. Current research and strategies were explored which supports a more consistent practice across all grades. Coaching and co-teaching are integral to the ongoing professional development of all staff members and improvement of outcomes for all students. This year the focus for English co-teaching was writing and spelling. A literacy coach worked alongside teachers in all classrooms.

Coaching and co-teaching were also a priority in Mathematics. A mathematics coach worked with infant teachers using EPMC strategies. Creating a classroom culture that encourages students to persist on cognitively demanding mathematical tasks. For worthwhile learning in mathematics, all students need mathematically appropriate, engaging and cognitively demanding tasks.

The Positive Behaviours for Learning (PBL) approach has been further embedded in the school with the formation of a PBL team. The team consists of the Principal, Assistant

Principal and classroom teachers. The team meet twice a term to analyse and unpack the collected data and to put positive strategies in place to further support the well-being of all students.

Student Performance in Tests and Examinations

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

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

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76%	59%	2%	10%
	Reading	69%	54%	2%	10%
	Writing	51%	55%	0%	5%
	Spelling	49%	52%	0%	11%
	Numeracy	48%	42%	4%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	71%	37%	0%	17%
	Reading	57%	38%	0%	12%
	Writing	29%	19%	14%	18%
	Spelling	43%	38%	0%	13%
	Numeracy	29%	32%	0%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

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

Complaints Handling Policy

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

Initiatives promoting respect and responsibility

During 2019, the School's Wellbeing Team focused on supporting the wellbeing of students, parents and staff through ongoing initiatives including meditation, peer, support, the Smiling Minds and the Worry Woos programs.

The School values of respect, service, justice, hope and celebration are promoted throughout the life of the School. These values underpin our school rules. Student leaders remind students at assemblies to live these values and staff teach expectations in the classrooms. A weekly award recognises students who have lived out the scriptural message behind the values and at the end of each term one of these deserving students is awarded the School Value Award.

Positive Behaviour for Learning (PBL) was reintroduced into the school as a focus for 2019 to ensure a consistency of language is used across the school to promote positive behaviour. A committee was formed to ensure the consistent collection and analysis of data and to identify key improvement strategies.

Heaven on Earth meditation sessions provided spiritual nourishment for parents. It is a time for parents to come together, put family and work on pause for an hour and concentrate on their own wellbeing.

Our senior students are an important part of our school life as they work with our younger students to alleviate anxiety through the buddy system and peer support system. They are offered a reflection day each year to celebrate their primary school years and connect with their journey into secondary school.

School Improvement

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

Key Improvements Achieved

During the 2019 school year major improvements include

- Mission: Sustainability and responding to Laudata Si, the call to be caretakers of the world God has entrusted to us. Students and parents worked together to reduce the amount of waste produced by the school resulting in our canteen being certified ocean friendly
- Teaching and Learning:
 - Spelling strategies and routines were implemented throughout the school allowing all students to participate in a K to 6 spelling bee.
 - The co-teaching model focused on Mathematical pedagogy resulting in no child being mathematical vulnerable in our younger grades
 - Differentiated teaching strategies were identified to ensure every student was engaged in learning with a focus on data. This resulted in more effective judgement about individual learning needs and again no child needing literacy or numeracy intervention in the infants grades
- Pastoral Care:
 - In 2019 we revisited the school rules so that they reflect the needs of a culture that promotes learning in the school. As a result we have reduced the number of rules and students are clear about expectations.

Priority Key Improvements for Next Year

Teaching and Learning

Our key improvement plan is to engage, challenge and extend all students.

To this end in 2020 we will be introducing some new initiatives:

- All staff will complete a Certificate of Gifted Education (Mini-CoGE) with UNSW. Staff recognise that gifted children have specific learning requirements.
- *New Pedagogies for Deep Learning* will be introduced across the school with an emphasis on character and learning environments. Deep Learning focuses on tools for student engagement and agency in learning.
- *EPMC (Encouraging Persistence Maintaining Challenge)* in Mathematics will be extended from stage 3 to stage 2 and even kindergarten.

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

Using the data collected from the Tell Them From Me Survey, the majority of parents surveyed said

- I feel welcome when I visit the school.
- I can easily speak with my child's teachers.
- I am well informed about school activities.
- Teachers listen to concerns I have.
- I can easily speak with the school principal.
- Written information from the school is in clear, plain language
- Teachers show an interest in my child's learning
- Behaviour issues are dealt with in a timely manner.
- My child feels safe at school.
- My child is encouraged to do his or her best work

Student satisfaction

Using data from the same survey

- 96% of students said they have friends at school they can trust and who encourage them to make positive choices.
- 94% of students try hard to succeed in their learning.
- 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 82% of students are interested and motivated in their learning.

And finally overwhelming, students feel that school staff emphasise academic skills and hold high expectations for all students to succeed. They would happily recommend our school to others.

Teacher satisfaction

Teachers were also surveyed using the Tell Them From Me Survey.

Teachers reported that

- School leaders have helped me establish challenging and visible learning goals for students.
- School leaders have helped me create new learning opportunities for students.
- I work with other teachers in developing cross-curricular or common learning opportunities.
- Teachers have given me helpful feedback about my teaching.
- I talk with other teachers about strategies that increase student engagement.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.

Financial Statement

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

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1791708
Government Capital Grants ²	\$18500
State Recurrent Grants ³	\$508126
Fees and Private Income ⁴	\$1290412
Interest Subsidy Grants	\$39963
Other Capital Income ⁵	\$193732
Total Income	\$3842441

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$83273
Salaries and Related Expenses ⁷	\$2616392
Non-Salary Expenses ⁸	\$1137115
Total Expenditure	\$3836780

Notes

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

END OF 2019 REPORT