School Contact Details

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(02) 4323 2105

Principal

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

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can also be obtained from the My School website.
SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Our purpose at Our Lady of the Rosary Catholic Primary School (OLR) is to provide an education which challenges all members of our school community to reach their full potential in a Catholic environment where they feel welcomed, accepted and loved.

Our Lady of the Rosary Catholic Primary School is well regarded in the local community for providing an excellent and well-balanced education for all students. While this annual report is an essential element in our accountability to the community, it outlines the major initiatives of the school and the teaching and learning journey of the school community throughout the year.

Literacy and numeracy continue to be areas of focus. We track children’s progress, not only with NAPLAN results, but more importantly in the early years of schooling so that children are supported to reach at or beyond the reading and mathematics standards that are set for each grade.

Our mission is to prepare students to respond in faith to a changing world and to respect and nurture each child.

Our school motto ‘Alive and Aware’ continues to inspire us as we strive to provide a quality Catholic education for our students.

Parent Body Message

The Parents and Friends (P&F) committee has worked tirelessly for the school community throughout 2014. This year the major fundraisers were the OLR Market days. They were wonderfully successful days, due mainly to the dedication and hard work of our fundraising committee. The fundraising was used to support the school with the upkeep of technologies, in particular the purchase of Samsung tablet devices as well as other classroom resources. The P&F continues to work on developing positive partnerships within the school and parish community.

Student Body Message

The student leadership team along with the Student Representative Council (SRC) has worked very hard to make OLR a vibrant and happy environment where the children can assist in decision making. Throughout this year the student leadership team, SRC and Mini Vinnies have worked hard to fundraise for those people less fortunate than we are.
School Features

Our Lady of the Rosary Catholic Primary School Wyoming, is a Catholic systemic co-educational school.

Children of Our Lady of the Rosary Catholic School are drawn from the suburbs of the parish including Wyoming, Narara, Niagara Park, Lisarow and Ourimbah. Many families have one or both parents commuting to Sydney for work. The school is well respected in the local community. Along with belief in strong academic performance, the staff see the school as striving to be a community of faith, based on a belief in God and a Catholic way of life, where Christian values take precedence and are expressed in all areas of school life.

An annual School Improvement Plan (SIP) for 2014 has focused on areas of school improvement, specifically in the domains of Mission, Teaching and Learning and Pastoral Care.

Religious Education continues to be a high priority. Students’ special needs, giftedness or specific interests and capabilities are all actively supported in environments that promote open, critical thinking and learning. Our Lady of the Rosary is often spoken of by the community as a family school. This perception seems to have developed through the buddy systems, peer support, emphasis on care of the younger children by the older students, and a strong sense of belonging that has been explicitly nurtured for many years. Children have the opportunity to be involved in many extracurricular activities which develop their creative, sporting and academic skills.
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.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>156</td>
<td>170</td>
<td>23</td>
<td>326</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student numbers at Our Lady of the Rosary continue to grow gradually in the lower grades. Our enrolments for 2014 were strong with a larger than usual Kindergarten intake. It appears likely that the school may once again return to a full two stream school over the coming years.

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 95.01 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.70 %</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.90 %</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.40 %</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.30 %</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.50 %</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.30 %</td>
</tr>
</tbody>
</table>
The children speak fondly of OLR. They are happy to come to school and have a love for learning. The communication between home and school ensures that attendance problems do not arise. All grades demonstrate strong attendance rates.

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).
Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>

* This number includes 12 full-time teachers and 9 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.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>21</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment in Mathematics</td>
</tr>
<tr>
<td>2</td>
<td>Staff Spirituality Day - faith and miracles</td>
</tr>
<tr>
<td>3</td>
<td>Science and Technology - the new syllabus and updating the school's scope and sequence</td>
</tr>
</tbody>
</table>
Ongoing professional learning is a priority at Our Lady of the Rosary. Most professional learning in 2014 has been in the English key learning area. Staff have also been involved in individual, grade, stage and whole staff meetings facilitated by the literacy coach and leadership team, focused on improving teaching and learning across the school. The professional learning culture among staff is continuing to be developed and enriched through instructional walks and talks and data analysis. Collaborative analysis of student learning continues to be a focus.
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 of the Rosary School has worked together with families and the Wyoming parish to forge strong links between school, parish and family. There is a rich tradition in the liturgical life of our school. Classroom liturgies, attendance at Mass, and class and school prayer assist our school in forming Catholic discipleship in our children and the wider community.

The school continues to involve students, staff and families in whole school and class Masses and liturgies. Special days are recognised through prayer at morning assembly.

The sacramental program sees home, school and parish working together. Children from the school have received the sacraments of Confirmation, Reconciliation and Eucharist this year. The parish sacramental programs are supported through the school by regular communication with parents regarding upcoming events through the weekly newsletter and morning assemblies. While most of the children involved are from Year 2 and Year 3, it is wonderful to see that children from older classes are also participating in the sacramental program provided by the parish and its enthusiastic sacramental team. The school assists with the sacramental program and its planning and celebration.

Children from Year 6 and the school leaders represent the school each year at the Year 6 Central Coast cluster Mass and the diocesan Mission Mass. Staff attend the diocesan schools staff Mass at the beginning of the year.

Social justice continues to be a key focus at Our Lady of the Rosary School. The newsletter contains weekly input from the principal and Religious Education coordinator (REC) that supports the Catholic worldview. Teachers incorporate the Catholic worldview into their class programs.

The school has participated in fundraising for Project Compassion and Catholic Mission.
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.

Our 2014 Annual School Improvement Plan (SIP) goals for Learning and Teaching were as follows:

- Literacy Coach and leadership team to work with teachers to embed a whole school approach in English. Strategies that we used to work toward this goal included:
  - establishing clear goals
  - planning, structuring and sequencing learning programs
  - using a variety of evidence-based teaching strategies
  - strategically selecting and using resources
  - using effective practices for classroom communication
  - evaluating and improving teaching programs and
  - engaging parents/carers in the educative process.
- Development of a whole school approach to spelling. Strategies that we used to work toward this goal included:
  - forming a committee
  - developing explicit instructional practices and expectations to support the teaching of spelling
  - collaborating to articulate a whole school approach to editing and proofreading.

Throughout the year we monitored our progress to ensure these SIP goals were achieved. The professional development and learning of OLR staff was related to our SIP goals.

Under the guidance of a literacy coach, the staff had intensive professional learning on the English syllabus and the literacy continuum. Staff meetings and individual coaching were used to immerse ourselves in the outcomes, objectives and content of English syllabus and in particular spelling across the grades.

Data from all aspects of literacy was the catalyst for the literacy coach to work across the grades with teachers.
Children who were vulnerable in Year 1 were involved in the *Extending Mathematical Understanding* (EMU) intervention program in Mathematics.
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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>71.50 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>71.40 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>71.50 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>53.10 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.50 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>59.10 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>43.20 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>13.60 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>43.20 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31.80 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
Band distribution at Year 3 level demonstrates that at least 70% of the students achieved in the top two bands in all aspects of literacy and numeracy, except spelling which was over 50%. This suggests that the tracking of the children in literacy and the intervention that follows are successful in meeting specific targets. In Maths the results indicate that the focus on numeracy through *Extending Mathematical Understanding* in 2013 has paid dividends. The results in the NAPLAN in the Year 3 cohort were extremely pleasing. It is also encouraging to note the low percentage of students in the bottom two bands. This suggests the early intervention that is taking place in literacy and numeracy are working effectively. The data also indicates the ongoing refinement of the English block, a continuing focus over the past few years, is reaping rewards in terms of students in Year 3 achieving at or above the national minimum standard in all aspects of literacy.

The band distributions in Year 5 were particularly pleasing in reading and grammar and punctuation with the children in the top two bands exceeding the national rates. The results indicate that students are being extended to develop and refine their skills so that their performance indicates achievement against higher standards. Writing will require more focused attention to ensure improvement occurs in the areas that are identified as being a cause of concern. Numeracy results were also pleasing with the percentage of students in the top two bands being above the national rate, and the percentage of students in the bottom two bands being well below the national rate. However, scrutiny of the data indicates that there is still room for improvement. This data analysis is informing the development of the 2015 professional learning plan and SIP.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school offers pastoral counselling to families and individuals. Class parents offer support to families during times of particular need and link families with the school community.

Seasons for Growth offers support to students who have experienced loss in their lives, for example at times of divorce, separation or death.

From time to time, social skills support programs are put in place to target the building of self-esteem in students and to help students manage anger and anxiety.

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 implementation of KidsMatter continued this year with its main purpose being to promote mental and emotional health strategies across the school. Positive Behaviour for Learning (PBL) operates under the umbrella of KidsMatter and aims to provide a consistent approach to ensuring that children are fully aware of and understand the expectation of a positive learning environment for all children at OLR. Behavioural data is regularly monitored to continually improve the social and learning environment of the school.
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.

The full text of the Anti-Bullying Policy may be accessed on the School’s website.

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.

Initiatives Promoting Respect and Responsibility

Respect and Responsibility are at the heart of our school motto 'Alive and Aware'. OLR has identified and promoted four core values of personal best, respect, justice and hope. These values are captured by our three Positive Behaviour for Learning school rules:

- Do our personal best.
- Live justly.
- Respect all.
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**

Throughout the 2014 year:

- The Religious Education co-ordinator researched quality assessment in teaching and applied this to Religious Education. Strategies were shared and discussed with staff. Teachers worked on implementing differentiation in at least one module per term. More professional development will need to take place in this area in 2015.
- The School has developed an integrated approach for gathering, analysing and interpreting data to systematically track and monitor student performance in English and Mathematics.
- With the support and assistance of a literacy coach, students reading proficiency has increased across the grades. The appointment of a literacy coach, working alongside teachers to collaboratively plan, model and co-teach, has resulted in focused best practice in teaching and learning. Regular practice analysis conversations, along with grade and stage meetings, have led to the sharing of expertise, successes and strategies. Data analysis which has shown an upward trend in growth in reading and spelling from previous years, has directed professional learning.
- Staff members have completed training in all components of *KidsMatter*.

**Priority Key Improvements for Next Year**

In 2015, our priorities, as outlined in our School Improvement Plan (SIP), are to:

- support teachers in the writing of differentiated Religious Education programs. This will be achieved through whole staff professional learning and stage meetings.
- research quality assessment strategies in Religious Education to provide reliable data about student learning needs which will inform teaching and learning
- embed a whole school approach in English through collaboration between the literacy coach, leadership team and teachers
- develop an explicit teaching model for spelling and a whole school approach to editing and proofreading
- ensure the English block structure reflects the explicit teaching of spelling
engage with the *KidsMatter* framework to promote a comprehensive approach to addressing students’ mental health, tailored to the specific needs of our OLR community.
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**

During 2014, the Catholic Schools Office (CSO) engaged a company to conduct a stakeholder satisfaction review of the school. Parents, staff and students were involved in an online survey to provide feedback on our school. The report that was prepared from the survey indicated that parents feel welcomed and valued. Our Lady of the Rosary has a community spirit with a real family feel to it, with parents commenting on the warmth that exists across the parent, teaching and student body.

One area identified by parents for improvement was in the area of communicating progress in terms of the school’s annual SIP focus throughout the year.

**Student Satisfaction**

The stakeholder satisfaction review data showed that students felt very connected to the school; they found learning stimulating and were motivated to learn. Most students reported that they had a close connection to their peers and enjoyed positive friendships. Overall, student morale was high as was student learning confidence. Students felt supported and valued by their teachers and enjoyed learning in a safe environment.

**Teacher Satisfaction**

The stakeholders satisfaction review survey data showed that teachers and staff strongly supported the student management programs in the school and believed that these contributed to the positive school learning environment. Teachers reported that they were supported in their work by the leadership team and, while they acknowledged the many challenges of their profession, they felt empowered in their teaching roles and supported the curriculum processes that were followed. The strategic focus on improving student learning outcomes in literacy and numeracy through collaboration between teachers, coaches and specialists, has shown marked improvement in the student results. Teachers were involved in the setting of the goals and direction of the school and valued opportunities to work together in teams.
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.

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (58.5%)</td>
<td>Capital Expenditure (1%)</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>Salaries and Related Expenses (75.6%)</td>
</tr>
<tr>
<td>State Recurrent Grants (19.7%)</td>
<td>Non-Salary Expenses (23.4%)</td>
</tr>
<tr>
<td>Fees and Private Income (17.8%)</td>
<td></td>
</tr>
<tr>
<td>Other Capital Income (4%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>Capital Expenditure</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>Salaries and Related Expenses</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>Non-Salary Expenses</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
</tr>
</tbody>
</table>

$3,571,459 | $3,571,459