



2021

ANNUAL SCHOOL REPORT



Our Lady Help of Christians Catholic Primary School

8-14 Cambridge Street, EPPING 2121

Principal: Ms Dominique O'Sullivan

Web: www.olhcdbb.catholic.edu.au

About this report

Our Lady Help of Christians Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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 for Our Lady Help of Christians' Catholic Primary School celebrates the 2021 initiatives of the school community.

Our committed staff continued to provide a quality learning environment amidst the challenges of the Covid pandemic, fostering academic growth and excellence whilst responding to individual student needs through differentiated learning experiences. As always, we worked in close partnership with our parent and parish community to provide a faith-filled environment supported by a strong pastoral care programme.

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Parents, teachers and students have focused on the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

Parent Body Message

The School Advisory Team, Class Parents and Dads in the Classrooms groups, have worked to encourage engagement of our parent body in supporting the common goal, the quality of education for children in our school. Parental engagement in learning and education involves families and schools working in partnership to build connections between the most important environments in which young people learn. Parental engagement also involves commitment on the part of schools to valuing and engaging in that partnership with parents and recognising the significant role families play in the education of their children.

The commitment of our parents was evident in their adaptation to Home Based Learning. There is a sense of working with the school to enhance and improve standards amidst the challenges of the Covid pandemic. All of these parental groups have worked to build very positive relationships, an especially welcoming school environment, parental engagement in learning and wellbeing and have supported the strategic goals of the school and parish community.

Student Body Message

In 2021 the students of Our Lady Help of Christian's School were still able to participate in a range of enrichment activities despite Covid restrictions. They appreciated the many valued opportunities including:

Robotics - SpheroBOLT, 3D printer, Lego ev3, Edison
3D printing
Annual Public Speaking Competition
Chess Club
Reading Eggs / Mathletics
ICAS / Maths Olympiad
School swimming carnival
Taekwondo / basketball / soccer / rugby league coaching
Social justice initiatives including St Vincent de Paul Hamper Appeal and Sock-it-to-Poverty
Access to independent piano and woodwind tutor
Lunch Bunch Social Club

Our students also reported their appreciation of the engaging Home Based Learning activities and strategies designed for them by staff when they had to learn from home. These included:

Google Classroom and docs
SeeSaw, Kahoot, Virtual excursions
Screencastify, Zoom lessons, I-movies
Fitness videos by our PE teacher
Online tutorials by K-6 teachers
Weekly class planner
Innovative and engaging learning tasks ie science experiments

School Features

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 railway station and located on the parish grounds, behind the Catholic Church. With a main entrance from Cambridge Street, the school can also be accessed from Oxford Street, the main street in Epping.

The school was founded by the Parramatta Sisters of Mercy in 1908.

Under the protection and patronage of Mary, Help of Christians, we value an ongoing partnership with parents in providing opportunities for students to excel within a stimulating Catholic school environment.

The school caters for boys and girls from Kindergarten to Year 6. Students are traditionally drawn mainly from Epping, North Epping, Carlingford, Cheltenham, Beecroft, Eastwood and Marsfield. Increasingly, parents who commute to Macquarie Park for work also select OLHC for ease of access to a faith-based school. The school enjoys a positive profile in the local community and is proud of its reputation for excellence in teaching, learning and pastoral care.

In 2021, approximately 97 students drawn from a range of cultural backgrounds attended the school. Seven class teachers and three specialist teachers supported the learning.

The children walk to Norfolk Oval and utilise local facilities for weekly sport for Year 3-6 during terms 2 and 3. The school competes each year in a range of Diocesan sporting events such as swimming carnivals, athletics days, netball gala days, rugby gala days and cross country events. Swimming lessons are conducted at the Ryde Aquatic Centre for Kindergarten to Year 4 students. Years 5 and 6 students usually participate in surf education lessons as well as specialist sailing, paddleboarding and kayaking lessons at Balmoral.

Twice a year, a musical soiree is conducted to encourage the musical talents of children at the school. Junior and senior choirs perform at this event along with some of the children who take up the option of piano or woodwind tutoring. This year the OLHC Choir was unable to compete in the local eisteddfods due to Covid. In 2019 we won 2nd place in the School Choral primary section of the Ryde Eisteddfod, outplacing many larger schools. We were also the guest choir for the 2019 St Vincent de Paul Christmas Mass.

Children have the opportunity to participate in a range of other enrichment activities such as:

Robotics and Coding - including Lego ev3, Edisons, Spherobots

Maths Olympiad competition for Year 4, Year 5 and Year 6

ICAS Mathematics, Science and English for Years 3-6

Chess club for Kindergarten to Year 6

Year 5 Epping Rotary Debating Competition

K-6 Annual Public Speaking Competition

Lunch Bunch - a wellbeing and social skills programme for selected cohorts, small groups and individuals.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 42 | 55 | 67 | 97 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 97.80%. 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 |
| 97.65 | 96.40 | 96.75 | 98.82 | 98.22 | 98.15 | 98.60 |

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

| | |
|------------------------------------|----|
| Total number of staff | 16 |
| Number of full time teaching staff | 7 |
| Number of part time teaching staff | 7 |
| Number of non-teaching staff | 2 |

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Due to the pandemic and subsequent extended lockdown, only one Staff Development Day was held in 2021.

This was the Catholic Schools Broken Bay Towards 2025 Strategy. During the day, the staff listened to keynote speaker Mark McCrindle on the future of education in Sydney and Australia, particularly in Catholic school settings. The Director of Schools also shared with staff the results of the culture survey and celebrated the positive results and next steps for the diocese. Staff then took part in a range of online workshops to develop in teaching practice and administrative contexts.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

The teaching of Religious Education and the integration of Catholic values are at the centre of teaching at Our Lady Help of Christians' Primary School. Our main goal is to ensure teachers have a thorough understanding of an authentic contemporary environment where personalised learning and high expectations engage students and promote intellectual quality. All class teachers effectively implement the Religious Education curriculum from Kindergarten to Year 6. The staff have had several Professional Learning meetings focussed on strengthening pedagogical approaches to promote student's engagement and understanding of scripture in Religious Education. These have included: continuing to implement RENEW RE - redesigning learning programs to embed effective and engaging learning strategies; and implementing thinking routines for RE to assess student progress. By the end of 2021, students were better able to demonstrate and articulate their knowledge and understanding of scripture in class activities, work samples and assessment tasks. Catholic values are taught explicitly through the Religious Education program and are also modelled explicitly through integration across the curriculum, the prayer life of the school and in a range of social justice and outreach programs.

Each year OLHC students participate in the Bishop's Art Prize with enthusiasm and creativity. We also participate annually in our Federal Member's (John Alexander OAM, MP) Christmas Card Competition. Last year, for the second year in a row, an OLHC senior student's design was selected as the joint winner.

Our Lady Help of Christians' Primary School has a strong partnership with the Epping-Carlingford Catholic Parish. The parish priest is actively involved in the faith formation of parents, staff and students. This partnership is fostered through classroom visits, class and school liturgies, the sacramental preparation programs, Kindergarten transition and social justice initiatives.

Prayer life in the school is at the centre of the Religious Education program. Prayer is an important part of every school day and is featured at school assemblies and liturgies and within classrooms through informal and formal prayer. Parents and carers are invited and encouraged to attend all celebrations.

Our Lady Help of Christians' Primary School's social justice and mission programs for students are centred on the Catholic Mission. We focus on supporting Caritas, Catholic Mission and Saint Vincent de Paul by holding mufti days, theme days, liturgies and fun activities for students. These initiatives are promoted by the Year Six social justice leaders. Our social justice focus for 2021 was raising funds for Caritas and St Vincent de Paul.

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.

During 2021 teachers were involved in a number of curriculum initiatives.

Professional learning for staff was especially focussed on New Pedagogies for Deep Learning promoting student's deep learning across all curriculum areas. Teachers participated in four PL sessions on NPDL with a particular focus on Creativity and creative thinking within the digital Technology strand of the Science and Technology Syllabus. During these PL sessions, staff explored ways to assess and monitor student growth through the use of NPDL learning progressions and how teacher feedback can be effectively used to enhance Creativity. Staff also explored the Science Syllabus with a particular focus on how creative thinking can be embedded into learning programs to elevate the Digital Technology Strand of the curriculum.

Further, with a focus on student achievement and growth, in Term 1 and 2 the OLHC staff participated in professional learning to identify the MAI numeracy growth points of each student and aligned those growth points with the content in the NSW maths syllabus. Staff then devised teaching strategies to support/target the needs of all students in our classroom to make sure all students grow in the domains of Place Value and Multiplicative thinking.

The staff joined all CSBB schools in taking part in the Towards 2025 Staff Development Day. During the day, the staff listened to keynote speaker Mark McCrindle on the future of education in Sydney and Australia, particularly in Catholic school settings. The Director of Schools also shared with staff the results of the culture survey and celebrated the positive results and next steps for the diocese. Staff then took part in a range of online workshops to develop in teaching practice and administrative contexts.

Weekly professional learning sessions included: data analysis, policy review, Home Based Learning design due to Covid, Work Health and Safety, Social / Emotion learning, child protection, employee relations, student trauma strategies and CPR.

Structured learning support programs responded to each student's point of need whether academically, physically, socially or emotionally. The learning diversity support teacher worked in classrooms implementing and supporting individual education plans.

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 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 94% | 54% | 0% | 11% |
| | Reading | 94% | 55% | 0% | 10% |
| | Writing | 100% | 53% | 0% | 6% |
| | Spelling | 71% | 49% | 0% | 13% |
| | Numeracy | 59% | 36% | 0% | 13% |
| NAPLAN RESULTS 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 86% | 35% | 14% | 14% |
| | Reading | 71% | 40% | 14% | 11% |
| | Writing | 43% | 20% | 14% | 18% |
| | Spelling | 57% | 38% | 14% | 14% |
| | Numeracy | 72% | 29% | 0% | 15% |

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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Our school has an embedded Wellbeing program to promote student resilience and good mental health, enabling each to achieve their potential.

A number of specific programs and strategies are utilised for this purpose. Some of these strategies include: use of the Smiling Minds app to develop student mindfulness; the identification and tracking of individual 'at-risk' students on the SEL continuum; K-6 Bounce Back program teaching good mental health strategies; Code of Conduct outlining students' responsibilities to themselves and others; and, the annual K-6 Anti-Bullying program as part of the PDHPE curriculum.

Each year the students lead and participate in a number of outreach social justice efforts including Project Compassion, Sock-it-to-Poverty and the St Vincent de Paul Christmas Hamper Appeal.

All Year 6 students take on the responsibility of a Leadership Role / Ministry in their final year of primary schooling. Each role is a ministry of service where students share their unique talents and abilities with the wider community through such roles as School / Vice Captains, Sport Captains, Wellbeing Captains and Kindergarten Buddy Captains as an example.

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

In the area of mission, students were better able to demonstrate and apply their understanding of scripture in Religious Education class activities, work samples and assessment tasks.

In the domain of learning and teaching, students have demonstrated an increased knowledge, understanding and application of creative thinking within the Digital Technology strand of the Science and Technology Syllabus. This growth was measured and recorded on the individual and class cohort growth continuums. It was further evident through class activities, work samples and assessment tasks.

In the area of pastoral care, students are more knowledgeable and able to increasingly use a variety of strategies to manage and enhance their wellbeing. This was supported by the use of the Bounce Back program, regular classroom use of the Smiling Minds app and Wellbeing Week.

Priority Key Improvements for Next Year

The following targets have been developed for 2022:

In the area of Evangelisation and Catechesis: students will demonstrate growth in their understanding and application of scripture.

In the area of Student Achievement: high ability students will demonstrate a year's growth in Mathematics as measured by PAT data.

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

In 2021, parents participated in the Tell Them From Me survey process. The results indicated:

- parents feel welcome at OLHC
- OLHC is inclusive
- OLHC is a safe school
- OLHC supports learning
- OLHC supports positive student behaviour
- Parents are informed

Student satisfaction

OLHC students in Years 4 to 6 participated in the student component of the Tell Them From Me survey in 2021. The results indicated:

- OLHC students have positive relationships with each other
- OLHC students value learning
- OLHC students are interested and motivated
- OLHC students try hard to succeed in their learning

Teacher satisfaction

Teachers participated in the Tell Them From Me survey in 2021. The results indicated:

- OLHC teachers are collaborative
- OLHC leadership work with teachers to create a safe and orderly environment
- OLHC teachers have a strong learning culture
- At OLHC data informs practice
- OLHC teachers use effective teaching strategies
- OLHC leverages technology for learning

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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 2021 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,349,377 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$363,867 |
| Fees and Private Income ⁴ | \$341,224 |
| Interest Subsidy Grants | \$5,744 |
| Other Capital Income ⁵ | \$0 |
| Total Income | \$2,060,212 |

| Recurrent and Capital Expenditure 2021 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$429,569 |
| Salaries and Related Expenses ⁷ | \$1,564,589 |
| Non-Salary Expenses ⁸ | \$429,773 |
| Total Expenditure | \$2,423,930 |

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 2021 REPORT