



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2021

## ANNUAL SCHOOL REPORT



**Our Lady of Good Counsel Catholic Primary School**

11 Currie Road, FORESTVILLE 2087

Principal: Mrs Fiona Dignan

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[www.csodbb.catholic.edu.au](http://www.csodbb.catholic.edu.au)

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## About this report

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Our Lady of Good Counsel 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](#).

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## Message from key groups in our community

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### Principal's Message

Our Lady of Good Counsel Catholic School (OLGC) is blessed with dedicated, highly qualified and committed teachers and support staff. The students show great empathy and understanding for others and engage actively in their learning, always striving to 'Let their Light Shine'. Our school community of staff, students and parents work closely with our parish community to ensure our vision of providing authentic, professional Catholic education is delivered with care and compassion.

2021 was a challenging year as the ongoing impact of COVID-19 lockdowns and pivot to Home Based Learning (HBL) for extended periods continued from 2020. It therefore gives me great pride in commending and thanking the students, their parents, and staff for the adaptable way they managed the impact and continued to thrive and bond as a community. Positive student learning gains continued despite the external challenges.

This annual report is available to the OLGC community at Forestville and the wider community in order to highlight the school's priorities, successes and challenges for the past year, while celebrating the achievements as a Catholic faith community committed to living as Disciples of Christ.

### Parent Body Message

The OLGC Parents & Friends Committee provide an important link between families and the school. We were pleased to welcome the new Principal, Fiona Dignan in 2021. The year obviously turned out differently than we all could ever have imagined, but as a school community we adapted to the huge challenges that we all faced & supported each other. We are grateful to the school leadership team and teachers for the Home Based Learning (HBL) that was provided to our children.

The decision was made in Term 1 that 2021 would be a low fundraising year for the P&F due to the impacts of the pandemic on families. The focus was on community building and well-being. P&F events that were held throughout the year included: Welcome Events for new families, Easter Raffle, Mothers' Day collection of items for care packs donated to a local Womens' Shelter, School Disco, P&F meetings held each term by zoom, World Teachers' Day Morning Tea, Year 6 Graduation Mass and Dinner. A wonderful community working together!

OLGC were very pleased to receive a Highly Commended Award for the Council of Catholic School Parents 2021 Roger O'Sullivan Memorial Award for Family, School and Community

Partnerships for Learning for the parent-initiated Kitchen Garden Program. We look forward to this ongoing program and the interaction between the students, families and school.

P&F funds were released to purchase self-watering wicking beds for the OLGC Kitchen Garden Program and lockers for Stage 3 students in Years 5 and 6 as part of a broader high school readiness program.

In 2022, the P&F aim to further our sense of community and well-being at OLGC, through parent and family events at class, year and whole school level.

### **Student Body Message**

2021 was an unusual year due to COVID-19 restrictions and HBL continuing. Thankfully, we were well prepared from our experiences the year before and supported brilliantly by our teachers. We all managed to continue learning well with our friends, parents and teachers remotely.

While most of us enjoyed the opportunity to learn from home and use Zoom, SeeSaw and Google Classroom each day, we were very excited to return to school! Eagerly we all returned to face-to-face learning at the start of Term 4 after a long period of learning from home. We had our excursions, camps and gala days cancelled due to the directions from NSW Health and Education, however we were incredibly appreciative of the fact that we held out school disco before moving to HBL! We all really enjoyed this opportunity provided by the P&F.

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## School Features

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Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic coeducational school catering for children from Kindergarten to Year 6. It is one of 44 schools that proudly make up Catholic Schools Broken Bay. The school belongs to the Parish of Frenchs Forest and is partnered by St Martin de Porres Catholic Primary School in neighbouring Davidson.

The School was founded in 1962 by the Brigidine Sisters. In 1976 the nuns handed the leadership of the School to the first lay principal and since then there have been seven principals at the School. The original buildings were constructed by the parents and remained until 2007 when a major section was demolished and new classrooms, toilets and an administration block were rebuilt. The money received from the government's Building the Educational Revolution (BER) program was used to develop another four classrooms and to construct our Early Learning Centre (ELC). The School is located in the suburb of Forestville and is in the same precinct as the Church, Parish Office and ELC. It is situated in beautiful tree-studded surroundings with an oval providing ample playing space, play equipment and outdoor education facilities.

In 2021 fifteen classes catered for over 350 children who were taught and supported by classroom and specialist teachers. Each week students engaged in lessons with a specialist teacher across library, Indonesian, creative arts and physical education. In addition to this, students in Years 3-6 were taught coding skills by a trained expert in the field.

The parent community is very supportive of the School and we appreciate a positive reputation in the wider community. The 'class parent' system is active in each class and has resulted in powerful social connections for our parents and effective foundations on which to create a strong community.

The School motto is 'Let Your Light Shine'. The children are continually encouraged to discuss the implications and to do their best. The motto also underpins our approach to learning and the need to differentiate the curriculum so that all children can reach their potential therefore enabling their 'light to shine'. Each year a child from Year 6 is presented with the 'Let Your Light Shine Award'. This indicates that the child demonstrated throughout primary school the work ethic to reach their potential and encouraged and enabled others to do the same.

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## Student Profile

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### 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 |
|-------|------|--------|----------------|
| 188   | 165  | 104    | 353            |

\* 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 97.00%. 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 |
| 97.21                          | 97.22  | 97.11  | 97.18  | 96.26  | 96.27  | 97.72  |

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 37 |
| Number of full time teaching staff | 12 |
| Number of part time teaching staff | 17 |
| Number of non-teaching staff       | 8  |

### 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

During 2021 staff at OLGIC engaged in a variety of professional learning to support the Home Based Learning (HBL) needs of students, ensure compliance and school improvement aligned with the Catholic Schools Broken Bay (CSBB) strategic agenda focused on Towards 2025. Learning was focused on:

- Disability Standards for Education
- Continuous Improvement Cycle
- School Improvement Planning
- Positive Education
- Cardiopulmonary Resuscitation
- SharePoint and OneDrive
- Governance

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## Catholic Identity and Mission

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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.

Unfortunately, attendance at school Masses was prohibited for most of 2021. Live streaming of prayer and liturgy occurred during Home based Learning and in class groupings when face to face learning returned. Once the students were allowed to attend Church on a Friday morning the parents were invited to attend, the number of parents in attendance was very pleasing. The Year 6 Graduation Mass was able to go ahead with attendance restrictions. The students continued to participate in social justice initiatives throughout 2021 lead by the Year 6 leaders despite the COVID-19 restrictions.

The school leadership team includes a Religious Education Coordinator who in partnership with the Principal and Assistant Principal support the whole school community with evangelisation and catechesis.

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## Curriculum, Learning and Teaching

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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 many of the planned initiatives were put on hold due to the pivot to HBL in order to continue the student learning during the COVID-19 restrictions. At all times during both face-to-face learning and HBL, high expectations for student learning and engagement were maintained.

Student engagement with Mathematics was a strong feature of 2021, as a key focus of the school improvement agenda. Teachers continued to develop quality explicit teaching strategies and parallel open-ended challenges to differentiate the learning to meet the needs of all students. Extending Mathematical Understanding (EMU) continued and provided intensive support to targeted students identified through the Mathematics Assessment Interview (MAI) data. Assessment of children's conceptual understanding across the school and intervention for those children deemed 'at risk' remained important outcomes of the MAI data collection and monitoring.

Every child is entitled to reach their potential and, to support this, the school has a differentiated curriculum to meet the needs of all learners across all Key Learning Areas. Our Diverse Learners team provide opportunities for children who require individualised and group assistance, as well as opportunities and challenges for the high potential learners. Strategies for extending high achieving students included enrichment and challenge provided in the classroom, as well as targeted cluster groups with expert support in literacy and numeracy.

Throughout 2021 staff deepened their knowledge and skills in ICLT in order to support remote learning and ensure the extensive technology tools at school were embedded into the learning. STEAM and coding skills continue to be a priority, with the school employing a specialist coding teacher each week to facilitate the skill development across Year 3-6. The STEAM room was incorporated into the library to give greater access to students and ensure a dynamic learning hub was available to support great learning outcomes.

## 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 | 84%                              | 54%       | 0%                                  | 11%       |
|                     | Reading                 | 79%                              | 55%       | 0%                                  | 10%       |
|                     | Writing                 | 74%                              | 53%       | 0%                                  | 6%        |
|                     | Spelling                | 66%                              | 49%       | 0%                                  | 13%       |
|                     | Numeracy                | 56%                              | 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 | 50%                              | 35%       | 3%                                  | 14%       |
|                     | Reading                 | 63%                              | 40%       | 3%                                  | 11%       |
|                     | Writing                 | 32%                              | 20%       | 3%                                  | 18%       |
|                     | Spelling                | 43%                              | 38%       | 10%                                 | 14%       |
|                     | Numeracy                | 48%                              | 29%       | 3%                                  | 15%       |

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## Pastoral Care and Student Wellbeing

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### 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

A variety of strategies were used to assist in the development of respect and responsibility within the community. The curriculum provided many opportunities to develop independence, collaboration, demonstrate initiative and develop acceptance of different cultures.

Community wellbeing and connectedness was an explicit focus of communications between school and home during the extended period of COVID-19 restrictions and remote learning. Each week on a Monday morning during HBL the principal lead the school in prayer via a live stream. Teachers also facilitated regular online wellbeing catch ups to ensure the students remained connected with each other.

When face to face learning returned, dedicated time was given to allow students to play and re-form friendships and peer supports. There was a noticeable increase in student anxiety, particularly during separation from parents in the morning. A transition room was set up that allowed the students who needed it to take some time for quiet play and settle with a member of the leadership team before transitioning to the classroom. The school counsellor provided ongoing emotional and psychological support to children who required it, with clear processes in place for referral of students.

Formal peer support lessons were introduced. Ideally these are planned cross grade and led by the Year 6 students. Unfortunately, with the restrictions on cross grade mixing of students the format was adjusted to be teacher lead, however positive gains were still evidenced.

The transition to school program for pre-schoolers enrolled for Kindergarten 2022 was able to go ahead in Term 4. Children were given the opportunity to attend a number of school

readiness sessions in the school hall led by the teachers. Parents were welcomed and connected with each other.

Throughout 2021 the school continued to implement the Diocesan approach to behaviour management. Positive Behaviours for Learning (PBL) is designed to promote and foster constructive behaviours so that children can develop best learning practices. The school motto 'Let Your Light Shine' was continually promoted through the PBL rules; being respected, responsible and safe learners.

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## School Improvement

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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

The 3-year School Improvement Plan (SIP) directed the school, however most of the strategies involving professional learning with staff were unable to be implemented due to the COVID-19 restrictions impacting school operations.

Despite these restrictions and under the leadership of Dr Linda Bendikson, the school leadership team engaged in six sessions on Leading Improvement. Staff meetings with all staff during Term 3 and Term 4 were used to share learnings and guide school improvement focused on Mathematics learning. This learning and SIP agenda will continue in 2022.

### Priority Key Improvements for Next Year

The major focus for 2022 is the planning, active participation in and implementation of the Diocesan plan TOWARDS 2025. At OLGC a continued focus will remain on best practices in Mathematics, Social and Emotional Wellbeing for Learning, as well as Secondary School Transition.

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## Community Satisfaction

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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

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

Overall parent feedback was positive. The warm, inclusive and supportive community was appreciated, as well as the improved communication between school and home. While COVID-19 restrictions imposed increased challenges on families, there was an ongoing sense of belonging and appreciation of the Catholic values of the school at this unusual time.

### Student satisfaction

The majority of students indicated that they were very pleased to return to face-to-face learning with their friends and teachers. Once they were back at school, the students appreciated the focus and additional time spent on their well-being and getting to know their friends again.

The senior students appreciated the leadership opportunities on offer, in particular the committee responsibilities and kindergarten buddy support. The students commented that they liked their teachers and how they ensured they were learning with both challenge and support as needed.

### Teacher satisfaction

Teachers acknowledged that it was a most unusual year and that they felt supported in the pivot to extended periods of facilitating remote learning. Collaboration and planning opportunities were appreciated by teachers, as was the support they received from their colleagues and leadership team.

Being part of a safe and orderly school environment was valued. Teachers felt that behavioural concerns were well managed and positive behaviour appropriately praised. A

focus on inclusion and differentiation underpinned their work and their ability to cater for the needs of a wide variety of students.

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## Financial Statement

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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.

| <b>Recurrent and Capital Income 2021</b>   |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2,861,002        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$775,610          |
| Fees and Private Income <sup>4</sup>       | \$1,280,473        |
| Interest Subsidy Grants                    | \$23,209           |
| Other Capital Income <sup>5</sup>          | \$0                |
| <b>Total Income</b>                        | <b>\$4,940,294</b> |

| <b>Recurrent and Capital Expenditure 2021</b> |                    |
|---|--------------------|
| Capital Expenditure <sup>6</sup>              | \$8,603            |
| Salaries and Related Expenses <sup>7</sup>    | \$3,559,611        |
| Non-Salary Expenses <sup>8</sup>              | \$1,272,116        |
| <b>Total Expenditure</b>                      | <b>\$4,840,330</b> |

### 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