



2018 ANNUAL REPORT

CATHOLIC SCHOOLS OFFICE BROKEN BAY

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DIOCESAN ADMINISTRATOR'S MESSAGE

Dear friends,

After an all too short three and a half years, Bishop Peter Comensoli was appointed by Pope Francis the new Archbishop of Melbourne and installed as the 9th Archbishop of Melbourne on 1 August 2018. As the Diocesan Administrator, it is my privilege to lead the Diocese of Broken Bay until the Holy Father, Pope Francis, appoints a new bishop.

We go forward progressing the many initiatives of Bishop Comensoli's exemplary leadership and, together, we await with prayerful and expectant hearts the appointment of a new Shepherd to lead us into the future.

One of the hallmarks of his pastoral leadership was his love of and concern for the youth of the Diocese. His final pastoral letter in the Year of Youth was a reflection of what it means for us to be young in Christ. In a special letter to young people he wrote,

“It has always been the young in grace who have been the most open to saying ‘yes’ to God. Trust in the Lord is the greatest witness to a youthful heart beating to the rhythm of grace in the life of the Church. The young in Spirit are true guides to discipleship in the Lord.”



I know that, now Archbishop Peter, had a great appreciation for the Catholic Schools of the Diocese as communities committed to the education and formation of children and young people as ‘friends of Jesus’ called to be ‘missionary disciples’.

Under the leadership of the Director of Schools, Mr Peter Hamill and the Catholic Schools Office, significant financial difficulties have been weathered whilst never losing focus on improving the educational outcomes for all students and providing for the Catholic formation of staff and parents.

I commend the 2018 Annual Report of the Broken Bay Catholic Schools Office to you as an account of the Good News of Jesus Christ, living and active and in our midst.

The Very Rev Dr David Ranson
Diocesan Administrator





DIRECTOR'S REPORT

EVANGELISATION AND CATHOLIC FORMATION

'SWEETER THAN HONEY' SCRIPTURE TEACHING PROFESSIONAL LEARNING INITIATIVE

The purpose of this three-year initiative is to inspire and support Religious Education teachers in their own faith formation and to enhance their capacity to engage students in a more critical, creative and prayerful encounter with the sacred Scriptures. Its aims include:

- Supporting teachers in obtaining the necessary key skills and insights to be able to effectively interpret and teach Scripture.
- Inspiring teachers to appreciate the wisdom contained in Scripture and its relevance to ordinary daily life.

- Deepening within teachers a personal relationship with Jesus Christ through prayer and study of the Scriptures.

In July 2018, 350 school leaders and teachers, Catholic Schools Office (CSO) staff, catechists and parents participated in a two-day Summit which was a unique blending of presentations by internationally acclaimed Scripture scholar Fr Nicholas King sj, Australian scholars and twenty exemplary Broken Bay teachers.

The Summit was enriched by the presence of state school catechists and parents. Liturgies came alive with the dramatic talents of students, along with musicians and singers, from the Diocese of Broken Bay. The Summit included the judging of Bible inspired student artworks and a book-website launch on the Summit theme.

STAFF MISSION ACCREDITATION AND FORMATION

2018 saw the full implementation of the Diocesan Schools System Mission Accreditation Policy. The policy sets out mandatory requirements for induction, orientation and ongoing professional learning and formation for staff working, teaching and coordinating Religious Education and leading at a school and system level.

The CSO continued to make very significant contributions to the costs of teachers and school leaders gaining formal postgraduate theological study with The Australian Institute for Theological Education - Broken Bay Institute (TAITE-BBI) and Australian Catholic University (ACU). During 2018, there were over 40 teachers and leaders studying.

Soon after his appointment in 2014, Bishop Comensoli identified the evangelisation and Catholic formation of staff, students and parents as a top priority into the future for the work of the CSO and school leaders. During 2018 the CSO continued to offer an increasing number and range of Mission Formation programs for leaders, teachers, administrative staff and parents. The programs are all designed to deepen a growing awareness and appreciation of the way all are “Called by God, through Christ,

in the Holy Spirit, with others, for others.” In 2018, approximately 340 staff participated in these two-day programs, in a variety of locations across the Diocese. In addition, 60 administrative staff from schools and the CSO attended a day planned specifically for them.

PARENT FORMATION

During 2018, the Parent Formation Team held 23 parent formation mornings at 20 schools across the Diocese reaching on average 10 parents at each session. Parents were offered a variety of topics to support them in passing on the faith with practical strategies and ideas, with a focus on modelling the school’s prayer practice for the home. Two annual retreats were offered on the Central Coast and North Shore with over 100 parents attending across both retreats. The Faith Tips for the Journey e-bulletin reaching parents weekly contains ideas and activities parents can engage in with their children centred around the liturgical calendar. Many schools held Walking the Way transition to school sessions where parents were introduced to ideas for supporting their children’s faith journey with the Walking the Way book as a family resource. The Walking the Way website promotes events and resources for parents happening across the Diocese.



FIVER FOR A FARMER, ST JOHN THE BAPTIST FRESHWATER

DIOCESAN JOURNEY TOWARDS THE NATIONAL ASSEMBLY OF THE CHURCH IN AUSTRALIA – THE PLENARY COUNCIL OF 2020

In anticipation of the Plenary Council to be held in Australia in 2020, Bishop Comensoli invited the people of the Diocese of Broken Bay to set out on a journey of listening, dialogue and prayer, to discern how the Catholic community can best live the life and mission of Jesus in contemporary Australian society.

Catholic schools entered into this process of discernment during 2018 which was designated as a Year of Listening. Local animators were appointed in schools and trained to be able to assist the Bishop in hearing and gathering the views of staff, students and parents. Broken Bay schools submitted their responses to the National Plenary Committee for inclusion in the 2020 Council.

During 2018, the Diocese of Broken Bay registered the fourth highest number of submissions in the country and is the highest responding Diocese, in proportion to the number of parishes, which is tremendous engagement of our schools and parishes to actively shape the themes and agenda of the Plenary Council

PREPARING FOR THE INTRODUCTION OF STUDIES IN CATHOLIC THOUGHT IN STAGE 6

2019 will see most diocesan secondary schools introducing a new Stage 6 Religious Education course developed under the leadership of the Bishops of NSW and the ACT. The course is called Studies in Catholic Thought and is based on a Liberal Arts approach to teaching and learning. Liberal Arts focuses upon integrating the curriculum for formation of the whole person, whilst developing an understanding of how a moral life flows naturally from the Catholic Church's understanding of what it is to be a human person.

The course was successfully piloted at St Joseph's Catholic College, East Gosford. Students who excelled in the course were awarded certificates of achievement by the Catholic Schools Office. The Team also provided professional learning to Religious Education teachers likely to teach the course in 2019. In collaboration with the Chancery, the Team has since developed a learning website resource together with activities supporting students in their learning.



Study's in Catholic Thought, St Joseph's College, East Gosford

Yr 10 MacKillop to Gold Coast Commonwealth Games



St Brigid's Students honoured in Mailiga Art Exhibition



St Cecilia's Balgowlah supports the Asylum Seekers Centre Newtown



St Peter's Students winners in Battle of the Chefs Competition



St Rose Collaroy students participate in Mountains to the Sea Program



St John's Narraweena participates in Worry Woos program for social & emotional skills



St Paul's Manly students immersion to the New Hope centre for Cambodian Children



WOLD Chatswood teacher Kirsty Thorpe wins Premiers Mathematical Scholarship



St Joseph's East Gosford students winners in Central Coast Oztag Championships



Our Lady of the Rosary Wyoming wins Wakakirri Prize



St Patrick's Asquith wins the Tony Whelan Public Speaking Grand Final



OLGC Forestville Socktober celebration to raise money for Mission Month





SCHOOL IMPROVEMENT

During 2018 the Broken Bay System Improvement Plan (2018-2020) was finalised and shared within the Diocesan Schools System. The plan's statement of intent is "Lighting the way through faith and learning". This statement and the associated scripture references link the Broken Bay lighthouse image with Jesus Christ as the light of the world. The plan includes four pillars or domains of improvement believed to be the touchstones of our collective endeavour in Catholic Education with relevance to the life and work of each person in the diocesan school system.

The pillars are Formation; Learning; Wellbeing; Stewardship.

The System Improvement Plan highlights improvement actions considered to be strategic

areas for improvement, and it is intended that broad alignment exists between the System Improvement Plan and schools' strategic improvement plans. Each of the four pillars includes actions that address the strategic goal. Evidence of the impact of these actions is being collected within relevant teams and will be reported on at the end of the three year plan.

FORMATION

As an example of strategic actions within Formation, and as reported under the Evangelisation and Catholic Formation heading, over 300 staff participated in formation programs across the DSS in 2018. Gathering evidence of the impact of this initiative with the staff involved and on their subsequent interactions with students is now being considered as providing deeper insight into the value of the formation programs.

LEARNING

Under the Pillar of Learning, the DSS is continuing to embed the Broken Bay Learning Principles as guides to what we collectively believe about learning:

“we are committed to building a vibrant and creative learning community underpinned by our Catholic faith and values, with the learner at the centre”

(Statement of Beliefs, Broken Bay Learning Principles, p.2). The first of the six Learning Principles is “Learning is a Product of Thinking” and this principle links to the Cultures of Thinking initiative that continues to be strongly supported by the Catholic Schools Office, with the great majority of our schools participating in the professional learning facilitated by Dr Ron Richhart from Harvard University that commenced in 2016 and will continue in 2019. Planning is underway to support the sustainability of the Cultures of Thinking initiative through the support for local professional learning communities (PLCs). Evidence of the impact of the Cultures of Thinking initiative may be reflected in the richness of ideas in students’ writing and in the critical and creative thinking students’ apply to solving problems. The thinking culture that surrounds students is largely dependent on how teachers and leaders espouse the value of thinking: children grow into the intellectual life that surrounds them.

WELLBEING

Nurturing wellbeing supports individuals to thrive and develop healthy mindsets and is the strategic intent of the Pillar of Wellbeing. There are significant wellbeing initiatives in place in Broken Bay for students that include a continuing focus on fostering students’ social and emotional competencies, positive behaviours for learning, increased counselling services and the guidance

and support of wellbeing leaders in schools. The learning and wellbeing of students is dependent on the quality of an educational environment that allows each student to thrive. This in turn is dependent on the quality of the educational interactions and care provided by the teachers and leaders in the schools. The wellbeing and professional growth of staff, Broken Bay’s most valuable human resource, is an important continuing priority. Indications of the impact of this focus should be reflected in staff wellbeing surveys, and a positive and respectful climate in all professional settings.

STEWARDSHIP

Stewardship is characterised by the intent to hold in sacred trust the human and physical resources of the community. Two initiatives are contributing to this intent. The GeneSIS- Compass project is a project across multiple dioceses intended to streamline student administration, parent communication and learning services within schools. In 2018 several modules within GeneSIS- Compass were successfully piloted in three Broken Bay primary schools. Follow up focus questions with the pilot schools on how this initiative has added value to the administrative processes in the schools will be an important source of data and evaluation.

The second initiative contributing to Stewardship is leadership development- especially through an increased emphasis on coaching. For example the three day leadership course Influencing Practice through Coaching is well subscribed and now in its second year. Coaching is also a critical inclusion in the early career teachers program, the Leadership Review and Development program and has been a key dimension of the role of mentor coaches in the Beginning Principals program. Feedback from individuals engaged in coaching relationships should provide mentors with areas for their own growth and insights to guide the strengthening of a coaching culture within Broken Bay.



EDUCATIONAL INITIATIVES

Early in 2018, the Diocesan Schools System recognised and celebrated around 80 High Achieving 2017 HSC students, along with their families, school leaders and some of their teachers. It was a wonderful evening to appreciate the fine young men and women who graduate from Broken Bay schools. During 2018 Broken Bay continued to be a top performing Australian school system, according to the national curriculum based literacy and numeracy data, which is publicly reported.

Teachers and school leaders were supported by a rich range of quality professional learning opportunities. For example, these included a focus on new syllabuses, such as Personal Development, Health and Physical Education; or focussed attention on identified areas of need, such as HSC Biology and Chemistry. The teacher

librarians planned and hosted a high quality professional conference for the NSW Teacher Librarians Professional Learning Community. The school system focus on Mathematics and Numeracy continued, with the Extending Mathematical Understanding (EMU) initiative, and complemented by a new initiative for senior primary and junior secondary students, Encouraging Persistence, Maintaining Challenge (EPMC). There is increasing data to show the impact of these initiatives on improved learning outcomes for students. Plans continued for the full implementation of NAPLAN Online across the Diocesan Schools System in 2019.

The success of the Diocesan school system in Aboriginal education continued in 2018. An innovation was the development of a part-time role for a teacher to work specifically with at risk Indigenous students.



An expert teacher of students in the early years, who is also an Aboriginal person, was recruited and located, for the second semester, at St Mary's Catholic School, Toukley. This pilot program was highly successful and the initiative will move to MacKillop Catholic College at Warnervale in 2019. The increased learning outcomes, including the sustainability of the improvements, will continue to be monitored.

The nationally consistent collection of data concerning students with disabilities (NCCD) has resulted in significant changes in the work of the education officers and teachers who support students with special needs. Changing Commonwealth approaches have resulted in a significant increase in the numbers of students with recognised support needs. Broken Bay has a long tradition of excellent work in special education, and the implementation of the significant changes will ultimately result in further improvements and strengthening of our approach.

The educational successes of the Diocesan Schools System depend on data-informed decision-making. Following a pilot in 2017, the Tell Them From Me (TTFM) suite of surveys for measuring student engagement and wellbeing was implemented across the Diocese in 2018. The surveys capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. The surveys will provide a very

important additional dimension to the learning outcomes data already gathered and analysed by schools and the school system, to support student learning.

PARENT ENGAGEMENT 2018

The Catholic Schools Office worked in close collaboration with the Broken Bay Catholic School Parents (CSP) around the continuing school funding issues. The CSP made a submission to the Review of the Socio-Economic Status Methodology, outlining concerns of Broken Bay families. The 2018 CSP Parent Leadership Evening focused on "Positively Growing: Moving Forward Together", exploring opportunities for the CSO to work in partnership with Parent and Friends Teams to promote supportive and positive school communities.

The CSO continued to support and develop the Family Liaison Model in a number of Central Coast Schools. This model provides family support to school communities and enables the engagement of families in their child's learning and wellbeing. Parent Education Programs aligned to the CSO pastoral care and wellbeing initiatives in schools was a highlight of 2018. Parents in schools had access to parenting programs such as "Social and Emotional Learning in the Home", "PBL in the Home" and "The Resilient Child". These programs were developed and facilitated by the CSO Parent Education Team providing parents with accessible and quality seminars in their schools.





SYSTEM ADMINISTRATION

The Human Resource Services (HRS) Team welcomed a new Head of Service, Eric Leahy in August 2018.

The HRS Team structure comprises Recruitment and Selection, Workforce Administration, Employee Wellbeing and Safety, Employment Relations, Teacher Development and Accreditation and Payroll functional areas. In addition, a General HR functional team was established to manage strategic HRS projects and initiatives and provide specialist HRS support to staff. Following a review of the functions of safeguarding and child protection across the whole Diocese, the Child Protection Team was amalgamated into an Office for Safeguarding (CSO) to ensure consistency in this area of work across the Diocese. The Child Protection Team now reports directly into the newly formed

Diocesan Office for Safeguarding. Throughout 2018, the Safeguarding and Child Protection Team continued their important work to enhance safe and supportive environments within diocesan schools including ensuring that the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse were being appropriately implemented.

The HRS team has prioritised significant projects to influence and enhance the performance of the DSS workforce. A major focus of work for HRS in 2018 continuing in 2019 is the phris recruitment module and guided self-service implementation. The recruitment, payroll and workforce admin teams have been planning and streamlining work processes and forecasting change impacts to ensure the system is used as a source of truth for all information for new and existing staff.

Teacher development and accreditation is a continually expanding area of responsibility and in 2018, the CSO successfully achieved endorsement by NESAs to be a provider of Highly Accomplished courses. CSO Broken Bay is the only Diocese at this point in time to receive Professional Learning endorsement at all three levels of accreditation. During 2018 the first teacher within the Diocese achieved Highly Accomplished teacher accreditation and over 60 Early Career Teachers achieved Proficient Teacher accreditation. All pre-2004 teachers became accredited at Proficient with NESAs in 2018 and the CSO has worked hard to support schools and teachers with these new professional requirements.

In 2018, there has been a continued emphasis on working with schools to support and improve their one to one and mobile device rollouts. All secondary schools are now fully one to one. There are a range of devices being used by students including laptops, tablet and chromebooks. Likewise there has been a growth in the number of primary schools that have implemented one to one in Stage 3 and some in Stage 2.

At the end of the year a significant project entailed the replacement of 3000 aging iPads owned by schools. An innovative approach was taken with Apple to create an agreement which

sees devices replaced regularly at significantly reduced prices.

ICLT has started a program of work to achieve transformation of the services that are provided to schools. The goal is to improve the quality and flexibility of systems to be able to adapt to the rapidly changing use of technology in schools. This work focuses on consolidation, rationalisation and simplification of infrastructure, associated systems and processes.

The 2017 annual report noted that the remaining 22 schools would begin participation in the centralised fee collection unit in 2018. It is pleasing to report that this occurred, completing the implementation project. In future years there will be an emphasis on continual improvement in such areas as engagement and communications with schools and ensuring that all families in financial need are aware of the services and processes that are available to them to ensure that their children can continue with their Catholic education.

Our newest secondary school, St Brigid's Catholic College at Lake Munmorah celebrated the opening of its new commercial kitchen and classroom building on 3 February and for the first time students at the College began Stage 6 Studies. The College will graduate its first year 12 students in 2019.





FUNDING

Over recent years there have been changes in the funding arrangements for our schools. In 2013 the new Australian Education Act (AEA) increased funding for most schools but also required school authorities to take account of the relative financial capacity of each individual school community. This is known as the 'capacity to contribute' (CTC). Schools whose parents live in higher SES suburbs are expected to make a greater contribution.

In March of 2018 the Director of Schools wrote to parents regarding fee increases over the medium term, to support their planning for the educational needs of their children.

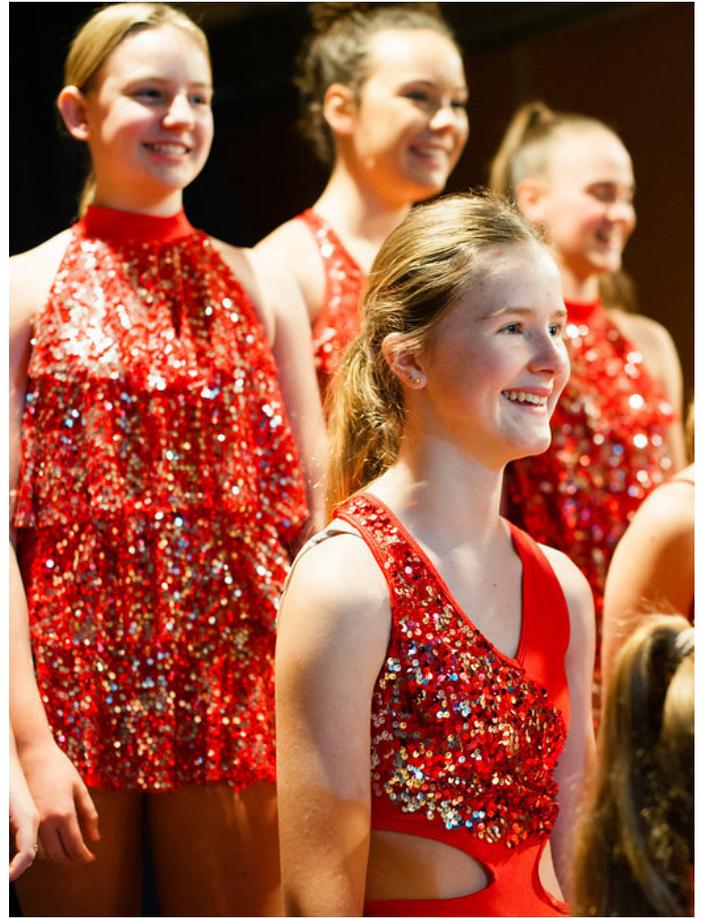
Along with the National Catholic Education Commission, Catholic Schools NSW and Diocesan Directors of the Archdioceses of Brisbane, Sydney, Canberra and Melbourne, the Director of Schools wrote to the Minister for Education expressing our deep concerns regarding current school funding issues.

In September 2018, in response to our ongoing concerns, the Commonwealth Government announced revised funding arrangements to ensure families who send their children to Catholic and other non-government schools would continue to have the choice of an affordable non-government school. The Commonwealth announced an additional \$3.2 billion over ten years (2020 to 2029) to non-government schools across Australia which had been identified as needing the most help. An additional \$170.8 million was provided for 2019 to give funding certainty.

A further \$1.2 billion was provided for a new fund to address specific challenges in the non-government school sector, such as supporting schools in drought-affected areas. Schools that need help to improve performance or to deliver choice in communities, such as in the Diocese of Broken Bay which would have been adversely affected by the CTC requirements, would also benefit from this fund.

Further to the earlier undertaking to parents and in light of the Commonwealth's allocation of additional funds, the Director of Schools again wrote to all parents confirming that in 2019 school fees would rise by 1.5% and that there would be no rise in the Diocesan Building Levy. An undertaking was given that fee increases will be in the range of 1.5 to 3% each year for the next four years, unless there were exceptional matters beyond our control.

There is a significant amount of capital work currently underway; there is also a significant program of future work which needs to be undertaken. The CSO, and the Catholic sector more generally, is advocating for a more 'sector blind' approach to capital support for schools. Given the considerable disparity in funding levels which are currently provided to government and non-government schools this issue was of central concern to the system in 2018 and will continue to be so until we are able to secure government support.





STAFF AND SCHOOL COMMUNITIES

Bishop Peter Comensoli left the Diocese during Term 3 and was installed as the Archbishop of Melbourne.

Two long standing staff members retired at the end of the year, Ann Milling Principal of St Gerard's Catholic School, Carlingford and Sharon Bailey from the Financial Services Team at the CSO.

Dr Tony Bracken, Director School Improvement, was made a Fellow of ACEL.

Christine Grima-Farrell, Team Leader Special Needs was presented with the Br John Taylor award for 2018. This will enable her to undertake research with the aim of building teacher confidence and capacity to maximise engagement and success for students with special needs. She will study evidence-based approaches in the US and Canada that address the strengths and needs of students, teachers and school leaders to maximise students' potential to flourish as individuals and classroom members.

Staff and students celebrated 60 years of Catholic education at St Patrick's Catholic School Asquith and 40 years at Our Lady of the Rosary Catholic School, Wyoming.



NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

Results from 2018 NAPLAN show that:

In Years 3, 5 and 7 the system means for all test areas are above state and national means. For Year 9 the system means were above state and national means in all test areas except Numeracy. Of note are the strength in Year 3 Reading, Grammar and Punctuation, and Numeracy.

In Years 3, 5, 7 and 9 the percentage of students in the bottom two bands is less than state figures in all test areas.

In Years 3 and 5 the percentage of students in the top two bands is above the state figures in all test areas. In Year 7 the percentage of students in the top two bands is above state figures in Reading, Writing, and Grammar and Punctuation.

The following table shows the percentage of students from Broken Bay systemic schools with results at or above the National Minimum Standard.

DOMAIN	Year 3 at/ above	Year 5 at/ above	Year 7 at/ above	Year 9 at/ above
Reading	98.5	98.1	97.8	98.5
Writing	98.5	96.3	95.3	89.4
Spelling	98.1	97.6	96.2	93.4
Grammar and Punctuation	98	97.4	96.1	95.8
Numeracy	98.9	99.3	98.9	99.3

Strategic initiatives in Literacy and Numeracy aimed at supporting and consolidating continued improvement.

All 37 primary schools had a continued focus on further embedding the whole school Extending Mathematical Understanding approach to influence student learning through a focus on:

- Effective classroom practice, informed by the Mathematics Assessment Interview (MAI) which is conducted with all students;
- Targeted intervention for students K-6 identified as being vulnerable in their learning of Mathematics; and
- Support for children with ongoing learning needs.

Support for teachers in developing their knowledge in effective teaching of Mathematical content through professional learning at system, cluster and school level continued.

Professor Peter Sullivan was engaged to introduce Encouraging Persistence, Maintaining Challenge in Stage 3 in 17 primary schools and Stage 4 in eight secondary schools.

Staffing allocations were provided to ten schools aimed at building teacher capacity to address needs of students from language backgrounds other than English.

Leadership of Literacy continued to be developed through a significant focus on coaching. The Gradual Release of Responsibility Model (Pearson and Gallagher, 1983) was employed to support school based coaches as instructional leaders within their schools.

Literacy leaders participated in several courses conducted by Queensland Education Leadership Institute (QELi). These courses included, Influencing Practice Through Coaching and Putting FACES on the Data.

A further one day workshop with a focus on writing, was facilitated by internationally recognised experts, Sheena Cameron and Louise Dempsey. Teachers and leaders were supported to embed this new knowledge and practice, through school based professional learning provided by Education Officers and literacy coaches.





HIGHER SCHOOL CERTIFICATE

The 2018 system cohort comprised 816 students. These students between them achieved 220 performances mentioned on the Distinguished Achievers List, these students achieved Band 6 or E4 for their course of study.

There were four students that achieved a Band 6 or E4 for ten units or more of study and were named on the HSC All-round Achievers List.

A student from St Peter's Catholic College Tuggerah was placed third in course for Business Services.

33.9% of student performances were at the level of the top two performance Bands and only 4.9% of performance were in the lower two Bands for their courses studied.

61.7% of standard two unit courses had cohorts achieve a School mean higher than the State mean.



ENROLMENT STATISTICS



NORTH SHORE - PRIMARY

Primary	School	Principal	Enrolment
ASQUITH	St Patrick's Catholic School	Bernard Cumming	300
BEROWRA HEIGHTS	St Bernard's Catholic School	Jeanette Fowles	194
CARLINGFORD	St Gerard's Catholic School	Ann Milling	312
CHATSWOOD	Our Lady of Dolours Catholic School	Philip Ledlin	310
EPPING	Our Lady Help of Christians Catholic School	Dominique O'Sullivan	131
LINDFIELD	Holy Family Catholic School	Lou Dogao	258
NORTHBRIDGE	St Philip Neri Catholic School	Fiona Bylsma	162
PENNANT HILLS	St Agatha's Catholic School	Kevin Bauer	347
PYMBLE	Sacred Heart Catholic School	Mary Hor	290
ST IVES	Corpus Christi Catholic School	Barbara Yee	175
WAHROONGA	Prouille Catholic School	Sue Bevan	216
WAITARA	Our Lady of the Rosary Catholic School	Jacinta Crowe	278
WEST PYMBLE	Our Lady of Perpetual Succour Catholic School	Susanne Host	142
WILLOUGHBY	St Thomas' Catholic School	Jennifer McKeown	335

NORTH SHORE - SECONDARY

Secondary	School	Principal	Enrolment
CHATSWOOD	Mercy Catholic College	Suzanne Kavanagh	641
WAHROONGA	St Leo's Catholic College	Anthony Gleeson	747



NORTHERN BEACHES - PRIMARY

<i>Primary</i>	<i>School</i>	<i>Principal</i>	<i>Enrolment</i>
AVALON	Maria Regina Catholic School	Kathy Gee	120
BALGOWLAH	St Cecilia's Catholic School	Fran Taylor	273
C O L L A R O Y PLATEAU	St Rose Catholic School	Josephine Vescio Alana Daley Acting 29/1/18 - 14/10/18	218
DAVIDSON	St Martin's Catholic School	Helen Leigh	97
DEE WHY	St Kevin's Catholic School	Lorraine Vincent	158
FORESTVILLE	Our Lady of Good Counsel Catholic School	Meredith Tomkins	423
FRESHWATER	St John the Baptist Catholic School	Judy Slattery	242
MANLY	St Mary's Catholic School	Paul McGuire	287
MANLY VALE	St Kieran's Catholic School	Michael Gallagher	319
MONA VALE	Sacred Heart Catholic School	Suellen Garey	347
NARRABEEN	St Joseph's Catholic School	Virginia Outred	152
NARRAWEENA	St John's Catholic School	Mark Bateman	312

NORTHERN BEACHES - SECONDARY

<i>Secondary</i>	<i>School</i>	<i>Principal</i>	<i>Enrolment</i>
MANLY	St Paul's Catholic College	Christopher Browne	529
WARRIEWOOD	Mater Maria Catholic College	Marc Reicher Brenda Timp Acting 23/7/18 - 14/10/18	1009



CENTRAL COAST - PRIMARY

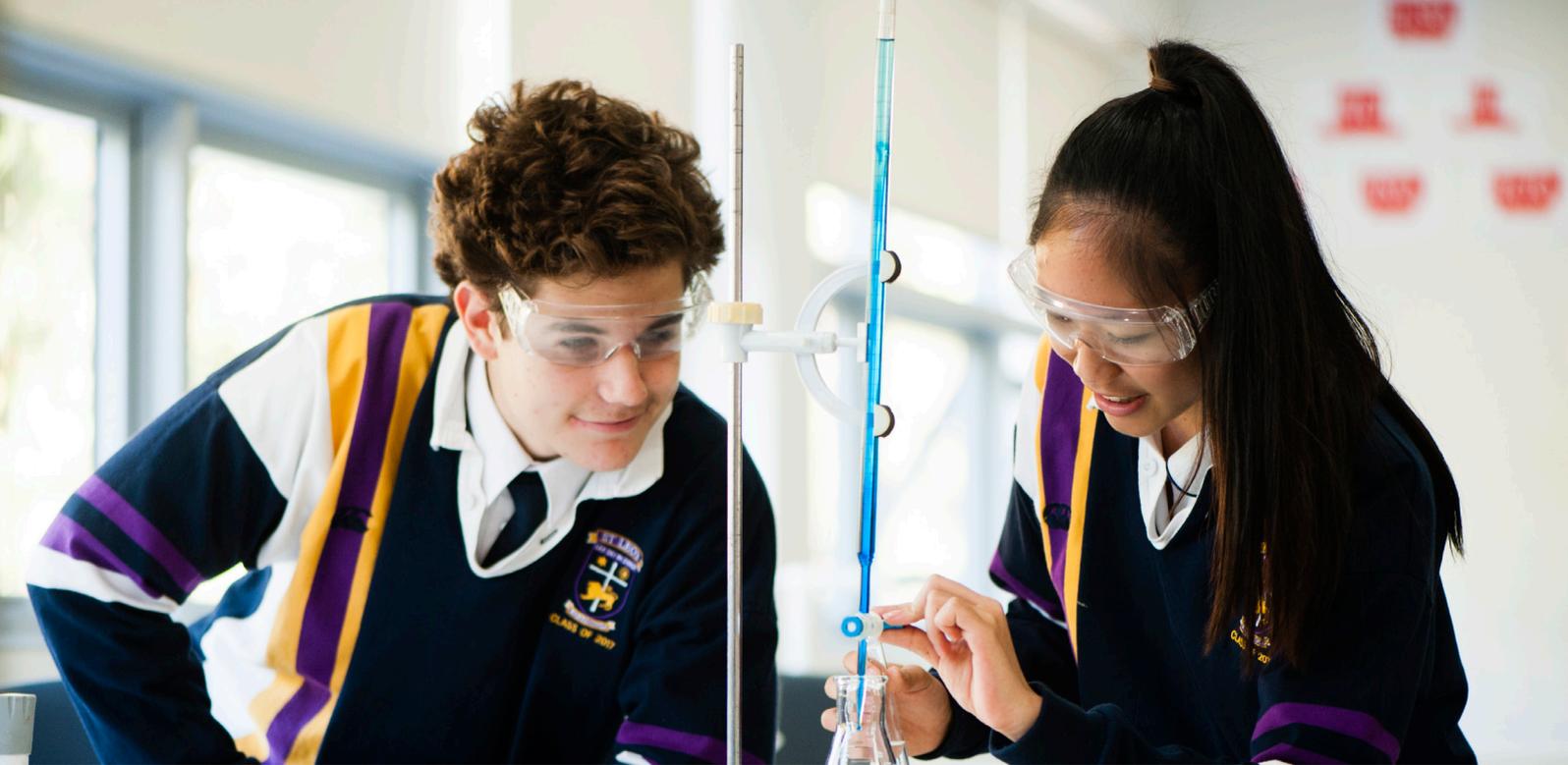
<i>Primary</i>	<i>School</i>	<i>Principal</i>	<i>Enrolment</i>
EAST GOSFORD	St Patrick's Catholic School	Cheryl Walsh	369
KINCUMBER	Holy Cross Catholic School	Craig McNee	323
LAKE MUNMORAH	St Brendan's Catholic School	Luanna Fletcher (0.6FTE) Kellie Prendergast Acting 0.4FTE 29/1/18 - 28/1/19	469
TERRIGAL	Our Lady Star of the Sea Catholic School	Robert Peers	560
THE ENTRANCE	Our Lady of the Rosary Catholic School	Gerard McGilvray	459
TOUKLEY	St Mary's Catholic School	Kevin Williams	474
TUMBI UMBI	St John Fisher Catholic School	Chris Burns (Acting 2018)	360
WOY WOY SOUTH	St John the Baptist Catholic School	Nicole Cumming	486
WYOMING	Our Lady of the Rosary Catholic School	Frank Cohen	312
WYONG	St Cecilia's Catholic School	Yvette Owens	302

CENTRAL COAST - SECONDARY

SECONDARY	School	Principal	Enrolment
EAST GOSFORD	St Joseph's Catholic College	Anthony McCudden	829
TUGGERAH	St Peter's Catholic College	Tim Hildebrandt	941
LAKE MUNMORAH	St Brigid's Catholic College	Julie Terry	313

CENTRAL COAST - K-12

WARNERVALE	MacKillop Catholic College - College Principal	Stephen Todd	Total 1441
	MacKillop Catholic College - Secondary Principal	Debra Ferguson	-898
	MacKillop Catholic College - Primary Principal	Sue Dietrich Ann Jackson Acting 4/6/18 - 28/1/19	-543



CAPITAL DEVELOPMENT

SCHOOL	\$
ST KEVIN'S CATHOLIC SCHOOL, DEE WHY	
New playground construction	100,000
OUR LADY HELP OF CHRISTIANS CATHOLIC SCHOOL, EPPING	
New school planning	200,000
ST BRENDAN'S CATHOLIC SCHOOL, LAKE MUNMORAH	
Planning for capital works	360,000
HOLY FAMILY CATHOLIC SCHOOL, LINDFIELD	
Accessibility works	180,000
OUR LADY OF THE ROSARY CATHOLIC SCHOOL, WYOMING	
Construction of new classrooms	4,000,000
MERCY CATHOLIC COLLEGE, CHATSWOOD	
Construction of portable buildings to provide 10 new classrooms	3,900,000
Administration and change room refurbishment	415,000
ST BRIGID'S CATHOLIC COLLEGE, LAKE MUNMORAH	
Construction of commercial kitchen and classrooms	5,400,000
ST PETER'S CATHOLIC COLLEGE, TUGGERAH	
Completion of new library, refurbishment of old Lecture space to create Chapel, staff study and lecture space	10,000,000
MATER MARIA CATHOLIC COLLEGE, WARRIEWOOD	
Continued construction of new library, Administration and staff building	6,000,000
ST LEO'S CATHOLIC COLLEGE, WAHROONGA	
Refurbishment and construction of building to provide classrooms, collaborative and specialist areas	10,000,000
TOTAL CAPITAL WORKS	40,545,000

BROKEN BAY COMMUNITY OF CATHOLIC SCHOOLS

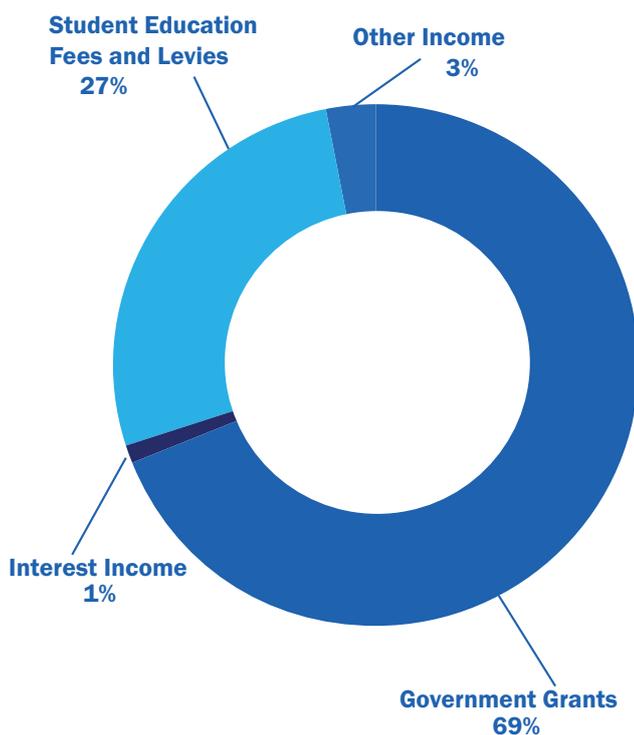
PROFIT AND LOSS STATEMENT

INCOME		
	Government Grants	177,004,744
	Student Education Fees & Levies	67,698,486
	Interest Income	2,748,863
	Other Income	8,675,157
TOTAL INCOME		256,127,250
EXPENDITURE	Employee Benefits Expense	182,141,179
	Depreciation	10,817,341
	Interest Expense	6,920,440
	Repairs and Maintenance	5,718,334
	Other Expenses	40,451,113
TOTAL EXPENDITURE		246,048,407
NET SURPLUS		10,078,843

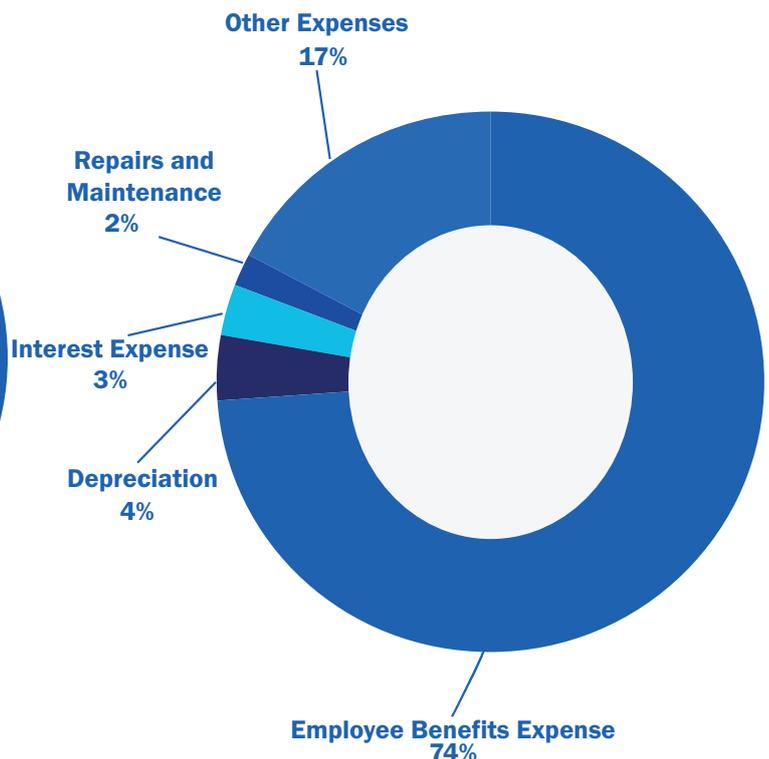
Notes:

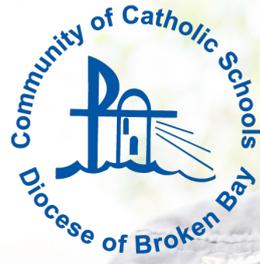
These summary accounts have been taken from our complete audited financial statements. Inter-company transactions have been eliminated.

INCOME



EXPENSES





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Caroline Chisholm Centre
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