



2020

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

Shelly Beach Road, THE ENTRANCE 2261

Principal: Mr Gerard McGilvray

Web: www.olrtedbb.catholic.edu.au

About this report

Our Lady of the Rosary 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2020 has certainly been a year unlike any other. The year began with the devastating floods on the Central Coast which saw many of our families impacted, some damage to our school facilities and then of course Covid-19. Despite the difficulties presented by the Covid-19 pandemic, 2020 was a successful year and we saw a great sense of community amongst our students, families, staff, and the wider community. The staff of Our Lady of the Rosary committed themselves to support students and families through Home-Based Learning and then successfully transitioning back to school and a sense of normality despite the continuing restrictions.

2020 saw improvements in the playground facilities at OLR, with the opening of our new playground equipment early in the year and an upgrade to our Kindergarten area with a new sandstone sandpit, extended shade area, the planting of trees, and shop fronts for creative and imaginative play.

As a leadership team, we continued the vision for a Professional Learning Community and committed to facilitating Learning Meetings on a weekly basis for our teaching staff to focus on assessment data, quality teaching and learning, and meeting the needs of all students. As a staff, our main focus became supporting student learning, especially in Multiplication and Division, Reading in the Early Years, and continuing to develop Positive Behaviours for Learning across the whole school.

It is with great pleasure we present the 2020 Annual School Report to you. It is hoped this report not only provides some snapshots of 2020 but also a sense of who we are as a community, what we value and what we believe.

Parent Body Message

We have seen a very different year this year with Covid-19 with parents being unable to enter school grounds and hold many of the community events that we normally would. The world of Zoom has enabled us to continue our Parent Community Network and School Advisory Council Meetings and there has been excellent communication from the School throughout the year. The school supported families through Home-Based Learning and were able to celebrate events as a community via Facebook, Zoom, and other initiatives that were put in place. We hope 2020 allows us to come together as a community in an even greater capacity.

Student Body Message

2020 has been a crazy year, with tonnes of new experiences and memories that have been cherished and shared between all of Year 6, which will never be forgotten. This is despite the challenges and difficulties brought about by Covid.

Our teachers have played an important role in our journey at OLR. None of us would have any knowledge or be smart if it wasn't for them. Our teachers have watched us grow mentally and physically and have made us better people and have been there with us in the good and bad times. Our amazing teachers have all been here supporting us during our time at this school. They helped us during very hard times of Covid where we had to learn a different way of being a student at school. They organized tasks, they set up zooms and checked on us to see if we were okay. This is just one example that shows just how much teachers do for us and how much time each day they spend with us to help us learn and grow.

Whilst we were disappointed that we couldn't go to Canberra, the school made sure we had lots of experiences that made up for this. A memory that everyone will remember is the great Motiv8 Sports day. It was everyone's most memorable day of Year 6. We were all dressed in costumes to make our team more flashy and creative (even though it was going to get destroyed with the paint, water and flour). Year 6 will forever be remembered as the best year ever!

School Features

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

The school caters for students from Kindergarten to Year 6 and is proud of the Catholic tradition and education that is provided to its students. The School opened in 1952 and was originally staffed by the Sisters of St Joseph, whose work and generosity will always be remembered.

The School, situated on the Central Coast of NSW, is a Catholic community where, as disciples of Jesus, living our core values daily, we show respect, grow through learning, forgive others and act with justice.

Our school motto 'Celebrating Community' acknowledges the value that we place upon the partnership between school, families, and parish.

Our school rule that guides our actions is: 'As Disciples of Jesus, We Make Good Choices'. We achieve this when we are responsible, respectful learners. Our school aims to teach appropriate behaviours and provide our students with systems of support to achieve this.

Children attending our school are drawn mainly from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoan Bay, Killarney Vale and Forresters Beach.

The School's dedicated and professional staff promotes excellence in teaching and learning and provides opportunities for children to achieve their best.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
228	225	13	453

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.11%. 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
92.34	92.44	92.86	93.78	94.07	93.62	92.63

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 School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	37
Number of full time teaching staff	18
Number of part time teaching staff	12
Number of non-teaching staff	7

Total number of teaching staff by NESA category

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

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

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

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

Professional Learning

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

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

Summary of professional learning at this school

Staff Development Days were interrupted in 2020 due to Covid-19. Professional Learning for teachers in 2020 included the following:

- Weekly Literacy and Numeracy Learning Meetings
- Aboriginal Spirituality Twilight
- Aboriginal Education Twilight
- CSBB Diocesan Wide Staff Development Day - Towards 2025

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 educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

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

At Our Lady of the Rosary, we aim to have our Catholic identity at the forefront of all we do. Parents, students and the community are constantly reminded of the importance of our Catholic identity, our mission as a Catholic school and the expectation that we all have a part to play in that mission.

The School's Religious Education program is based on the Broken Bay K-12 Religious Education Curriculum and aims to engage students with new ideas, making the Scriptures and tradition relevant to their lives and challenging students to respond in Catholic discipleship. Our Mission Goal was centred on enabling students to be disciples of Jesus who are proud of their Catholic identity. As such, strategies were put in place that challenged students to make connections between their learning, their life and their call to be a disciple.

Throughout 2020, we continued to review and develop the Religious Education Scope and Sequence and associated Units of Works to ensure deep engagement with Scripture and Liturgy. This was also done to reflect the new order in which students will receive the Sacraments beginning in 2021.

Our Lady of the Rosary continued its support for the parish Sacramental programs. Particularly in this year of COVID restrictions, a closer partnership with Father Bill and the

parish team was created when preparing the students to celebrate their First Rite of Reconciliation and First Eucharist. These liturgical celebrations were intimate and beautiful.

In addition, Our Lady of the Rosary celebrated a number of liturgical experiences aimed at living out the students' mission as disciples of Jesus. The school year commenced with an opening school Mass where new students and families were welcomed to the Our Lady of the Rosary school community. The 2020 school leaders were also commissioned during this special celebration. Throughout the year, faith formation opportunities were provided for students, staff, parents and caregivers. Students and staff regularly celebrated in-class and whole school liturgies and prayed together. Many of these liturgies were videoed and shared to the parent community, which allowed the school community to stay connected and provided faith formation opportunities for parents and caregivers during times of COVID restrictions.

Our Lady of the Rosary has a strong Mini Vinnies group who are committed to assisting those in need in the local, national and global communities. They coordinated fundraising events that supported Caritas Australia (Project Compassion Appeal), Catholic Mission and the St Vincent de Paul Society. These events provided the opportunity for students to help others and contribute to the formation of young people in the Catholic faith living Jesus' example of true discipleship.

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.

Quality Catholic education has always been a major focus at the school, offering students a rich and varied curriculum. This consists of the seven Key Learning Areas (KLAs) and specialist teachers in Music and Physical Education.

The 2020 School Improvement Plan (SIP) Learning and Teaching goal included a major focus on improving literacy and numeracy across the school. The School appointed a literacy coach and a numeracy coach, whose core business was to work with teachers, in classrooms, to support the continued development of teachers' skills in the teaching of literacy and numeracy, to support student growth. Through our participation in this project, the coaches engaged in targeted professional learning (PL) within Learning Meetings on a weekly basis with all teachers. This targeted PL enabled coaches to facilitate professional learning for teachers and provide both in-class and team-based support. The provision of PL for teachers focusing on best practice in the teaching and learning of Multiplication and Division, Reading in the Early Years, and Developing Comprehension Strategies in Grades 3-6. We also explored Formative Assessment and how to embed this throughout our teaching and learning practice and continued our focus on effective assessment and tracking and monitoring student data and achievement.

The school has five Extending Mathematical Understanding (EMU) specialist trained teachers. The specialist teachers work with teachers and mathematically vulnerable students to further enhance the high level of mathematical education across K-6. All teachers are trained to conduct Mathematical Assessment Interviews (MAIs) and all students completed this assessment. Teachers continued to work towards effectively tracking students along the growth points, with a particular focus on Multiplication and Division.

The school's Learning Support Teachers oversee support for and the progress of children with special needs. In particular, they work collaboratively with class teachers and Learning Support Assistants. A model of inclusion exists whereby children receive in-class support with their learning; they benefit greatly from whole class explicit teaching with tasks adjusted to meet individual needs.

2020 also saw the appointment of a Gifted and Talented Education Coordinator, who worked with teachers on identifying and catering for the Gifted and High Ability students within our school. In 2021, all teachers will be completing the Mini Certificate in Gifted Education.

A range of technology is used across the school to assist with learning. Each classroom is equipped with data projectors and interactive whiteboards (IWBs) or new LED Display Screens and has access to a number of laptops iPads and Chromebooks.

Students were given the opportunity this year to participate in a variety of whole-school competitions, aimed at giving recognition to the many talents of our students. These included a Writing, Mathematics, Public Speaking, and a Visual Arts competition for all students K-6. The winners of these competitions were awarded Academic Medals.

Student Performance in Tests and Examinations

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

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 2020.

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 2020.

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 2020.

Initiatives promoting respect and responsibility

All students, their families and staff at Our Lady of The Rosary, have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. We aim to build a sense of acceptance, inclusion and connectedness for all students. We share the responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness and promoting respectful relationships. The educational process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”.

The OLR Behaviour Support Guidelines and Pastoral Care and Student Wellbeing Guidelines are implemented in accordance with DBB policies and allow for a variety of school-wide initiatives that promote respect and responsibility. Initiatives implemented in 2020 include:

- Fortnightly Positive Behaviour for Learning Lessons to explicitly teach expected behaviours focussing on three main areas of respect, responsibility and learning
- Star Point Reward System, where students are acknowledged for demonstrating expected behaviour
- Wellbeing Week celebrated each term with a focus aimed at promoting the wellbeing of our community and strengthening our sense of belonging
- Teacher Student Mentor Program
- Year 5 Leadership training to prepare them for student leadership roles

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 2020, teachers continued to focus on Literacy and Numeracy teaching and learning with the continuation of the Numeracy and Literacy coaching models and weekly Learning Meetings. This enabled the development of the skills of teachers to provide students with the best possible learning opportunities. This was further enhanced with the introduction of a Gifted and Talented Education Coordinator and the introduction of cluster groupings in Years 2 and 5 to cater for identified students who are in the gifted or exceptional range. A new identification system that includes using data from diagnostic testing and standardised assessments, in conjunction with classroom assessments and observations was implemented .

The focus our Positive Behaviour for Learning (PBL) continued in 2020, ensuring the school was successfully implementing all school-wide systems and structures effectively and providing a safe and supportive learning environment for all students, families and staff. The PBL Self Assessment Survey at the end of the year demonstrated positive improvements in the implementation of PBL, including a more consistent approach to supporting all of our students, particularly our more vulnerable students and their families. We successfully implemented a more holistic team approach to supporting student behaviour that included teachers, leadership, school counsellors, our Family Liaison Officer and parents.

Priority Key Improvements for Next Year

In 2021, our Student Achievement Goal is for all students to achieve optimal academic results based on their diverse learning needs. In order to achieve this the following Key Improvement Strategies will be implemented:

- We will develop a shared understanding of Professional Learning Community
- We will develop a shared understanding of effective differentiation and reporting

- A range of Professional Learning Strategies including, Learning Meetings, co-teaching, modelling
- Systematic use of assessment instruments and data will be used to establish student learning needs
- The Leadership team will monitor the shift into practice through classroom visits, program supervision and the analysis of student work samples
- All teachers will complete the Mini Certificate of Gifted Education course through Uni of NSW
- Cluster grouping across classes in Years 1-6 to cater for all students who have been identified as gifted or as a high potential learner.

The Evangelisation and Catechesis Goal is to maximise learning growth for all students and ensure that Religious Education is taught with the same rigor as other key learning areas. This will be achieved by:

- Providing Professional Learning around programming using Renew RE strategies
- REC to work collaboratively with class teachers to program for quality teaching and learning experiences
- The implementation of the coaching model for Religious Education

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 2020, a number of opportunities were provided for parents to be engaged with the school community and have input into a variety of aspects of the school. These opportunities included:

- Parent Community Network Meetings via Zoom
- Positive Behaviour for Learning Team Meetings - with parent representatives via Zoom
- School Advisory Council Meeting via Zoom
- Parent-Teacher Interviews
- Tell Them From Me (TTFM) - Partners in Learning Parent Survey
- Parent Engagement Survey

The TTFM survey and the Parent Engagement Survey encouraged parents to reflect on and provide feedback on the school.

Parents identified our sense of community, the dedication of teachers (particularly throughout Homebased Learning) and the faith life of the school as areas to be commended. Parents also identified whole school communication, as an area that had seen improvements. Parents identified the difficulties that Covid-19 presented, in relation to feeling a sense of belonging to the school community when they were not able to be on school grounds.

Student satisfaction

In 2020, a number of opportunities were provided for students to be engaged in the school community and have input into a variety of areas that are important to them. These opportunities included:

- Student Representative Council – Kinder to Year 6
- Tell Them From Me (TTFM) Student Engagement Survey
- Class Friendship Surveys
- Mini Vinnies
- Participation in Social Justice initiatives

All students in Year 4-6 completed the TTFM Survey. This survey required students to reflect on the nine measures of student engagement alongside the five drivers of student outcomes. This Survey demonstrated that:

- Students have a high level of social engagement and a sense of belonging
- Students viewed their teachers as providing quality instruction
- Students identified positive student-teacher relationships
- Students feel they have a high level of advocacy

Teacher satisfaction

In 2020, a number of opportunities were provided for staff to be engaged in the school community, have input into the decision making process and provide feedback. These opportunities included:

- PBL Team Meetings
- School Advisory Council
- Collaborative development of School Procedures and Guidelines
- TTFM Focus on Learning Teacher Survey

The TTFM Focus on Learning Teacher Survey required teachers to reflect on classroom and school practices that impact on teaching and learning. Teachers identified that:

- They are supported to provide challenging and engaging learning experiences
- The school provides a safe and supportive learning environment for students
- They are given the opportunity to work collaboratively with other teachers to improve student learning
- They are supported to gain an appreciation of their faith

Teachers identified the following as areas for improvement:

- Increased access to classroom technology for learning purposes
- Increased opportunities for Professional Learning

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$3,669,547
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,023,842
Fees and Private Income ⁴	\$857,529
Interest Subsidy Grants	\$1,012
Other Capital Income ⁵	\$264,798
Total Income	\$5,816,728

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$88,373
Salaries and Related Expenses ⁷	\$4,541,763
Non-Salary Expenses ⁸	\$1,099,243
Total Expenditure	\$5,729,379

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 2020 REPORT