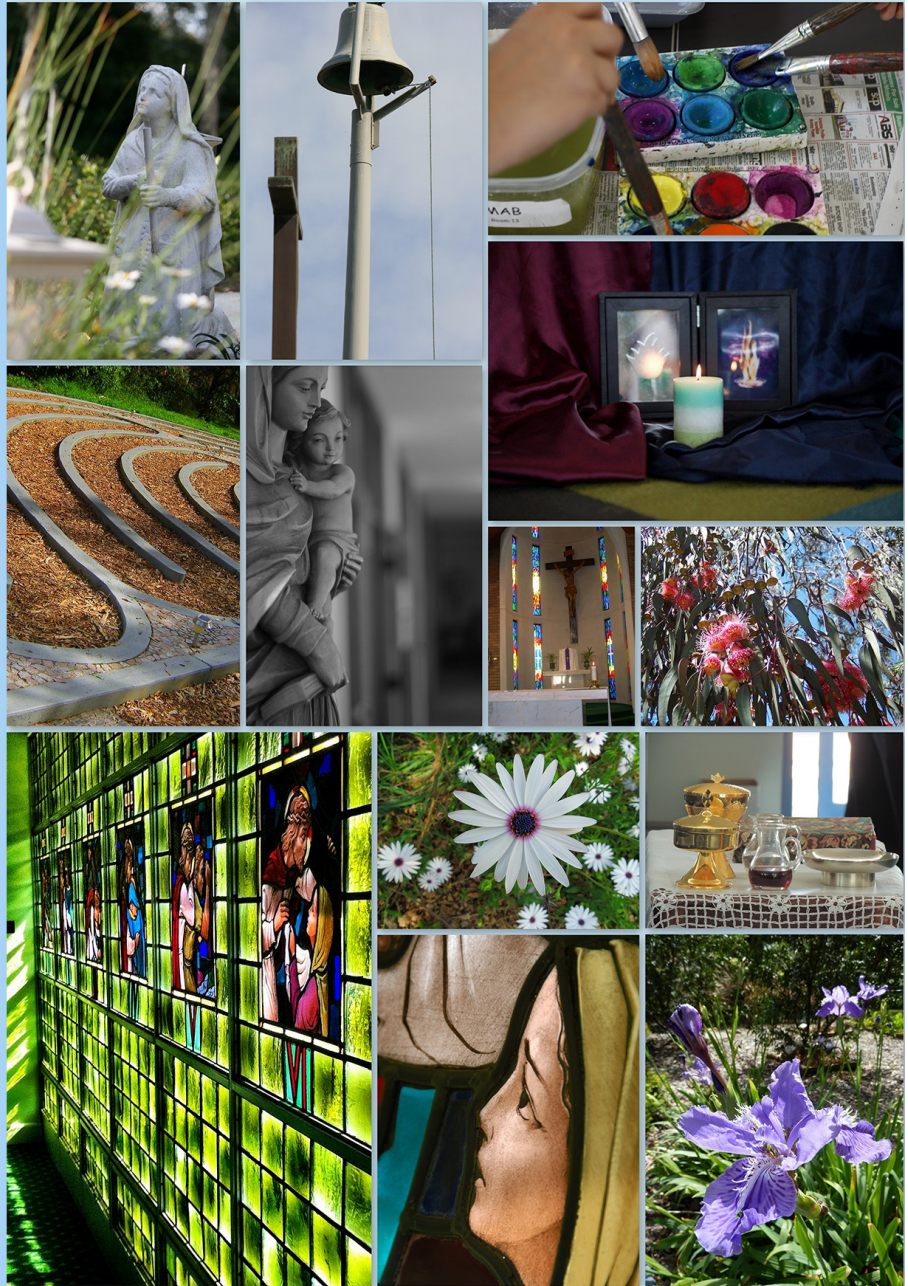


# 2015 annual school report



## St Agatha's Catholic Primary School, Pennant Hills

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## ABOUT THIS REPORT

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

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

The School takes pleasure in presenting this Report. The School has enjoyed an exciting and stimulating year in 2015. Guided by our rationale which is to 'inspire and challenge our children to know, think and value' we continued to develop the learning across the School.

Congratulations to the teachers, admin staff, students and parents for their contribution to the learning that has taken place at our School. This report celebrates 2015's outstanding programs and achievements. The staff have once again delivered quality, Catholic education aimed at improving student outcomes in all areas of the curriculum.

Details of many highlights of the year are included in this Report and I hope you enjoy reading about your children's and our school's achievements. I thank everyone who contributed information to this Report and to students, staff and parents who responded to surveys.

### **Parent Body Message**

Parents and Carers are a valued and integral part of the St Agatha's community. 2015 was another busy year reflective of the spirit of co-operation and dedication to advancing the wellbeing of our children. The St Agatha's parent body, guided by the Parents and Friends (P&F) association, strives to be family friendly. We achieve this by providing opportunities for all parents and carers to be involved and engaged in our School community. We are also committed to supporting our School in its strategic direction. Some of the P&F initiatives held in 2015 included the Welcome Back BBQ, Movie night, Kids Disco, Casino Night, Parents Dinner Dance, Fun Food Days, Mother's and Father's Day Stalls, a games drive (for wet weather lunchtime activities) and the creation of a school cookbook "Our Hands Cook". The P&F is also proud to fund the 'Reading Eggs' program. The partnership of parents and the School has been fundamental to working towards this ongoing goal, and we are proud of our achievements this year.

### **Student Body Message**

Students are very proud of their School and the learning opportunities that are provided by the teachers. We have an exciting learning environment with a variety of technology available to us. Students are given a wide range of leadership roles each year starting as early as Year 2, where we have a Student Representative Council (SRC) captain chosen for every class up to Year 6. In Year 5 and 6 we also have leadership positions being School Captains, sports leaders, social justice committee members and library monitors. Every child at the School is encouraged to reach their full potential.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Agatha's Catholic Primary School Pennant Hills, is a Catholic systemic co-educational school.

The School has a strong commitment to Catholic mission and the history, traditions and rituals of the Catholic faith. The School has identified a series of Catholic values including respect, responsibility, justice and love and these values permeate the life of the School.

The belief that each person has a different potential for spiritual, moral, intellectual, emotional and physical development is one that is held by all at the School. The role of the Catholic school in enhancing faith development is valued and acknowledged as is the role in providing a welcoming Catholic community and being an integral part of the St Agatha's Parish. The School is committed to:

- enhancing faith development within a welcoming Catholic community
- being a school of excellence in teaching and learning
- treating all as individuals with their different potential for development
- providing a safe and caring environment for learning

Features of the learning environment include a multi-purpose hall, dedicated library and modern classrooms. Plans are underway for the refurbishment of one of the older buildings into a 21st Century learning space for completion during the 2016 school year. Consultation between the Parish, parents, staff and students regarding the design of these buildings has occurred throughout this year to ensure that learning spaces are aligned to the School's vision for learning.

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## SECTION THREE: 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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
226	218	141	444

\* 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 [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2015 was 94.40 %. 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
94 %	95 %	93 %	95 %	95 %	94 %	94 %

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student

- attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
30	8	38

\* This number includes 18 full-time teachers and 12 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	30
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<b>Day 1</b>	As a school community time was spent developing "Beliefs About Learning". The term one staff development day was used to reflect on the various inputs from staff, students and parents. The statement was published later in the year and launched during "Catholic Schools Week".
<b>Day 2</b>	As part of the KidsMatter initiative Staff were given the opportunity to participate in a "Mind, Body and Soul" inservice at the Edmund Rice Retreat & Conference Centre, Mulgoa.
<b>Day 3</b>	The final staff development day was used to explore the new history and geography syllabus. This assisted teachers in the planning for the 2016 school year.



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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The School has a rich tradition that began with the Good Samaritan Sisters at the Parish School of St Joachim's in Yarra Road, Thornleigh in 1928. In 1954 the School moved to its present site in Trebor Rd, Pennant Hills. The School continues to support a strong relationship with the Parish and works in partnership with the Parish with regard to the formation of the students in Catholic discipleship. Throughout the year the students have the opportunity to attend Parish masses as a grade and whole school, receive the Sacrament of Penance and celebrate Mass with their family at Family Mass each month. Students take an active role during the Masses through readings, Prayers of the Faithful, Procession of the Gifts, enactment of the Gospels, singing and liturgical dances.

Priests visit classrooms each term and spend time discussing such things as ritual, traditions and scripture. The School supports the Parish Sacramental Program by aligning the Religious Education modules taught in class with this program. Students in Year 2 receive the Sacrament of Confirmation and students in Year 3 receive the Sacraments of Penance and Eucharist. A number of prayer services for significant events and feast days are celebrated throughout the year including Holy Week and Resurrection, Mothers', Fathers' and Grandparents' Day, Mary of the Cross, ANZAC and Remembrance Day and Harmony Day. Year 6 students participated in the Diocesan North Shore Cluster Mass and student leaders represented the School at the annual Diocesan Mission Mass. Year 6 students concluded the year with their Graduation Mass where they thanked God for their time at the School and prayed for a good start to high school.

The Parish and School have a joint approach to social justice. The Parish team is made up of the Priest, parishioners, the Principal and staff members. The School team is made up of students from Years 3 to 6. They work hard with ideas for fundraising initiatives, implementation and education through regular talks at assemblies. This year, the School supported Caritas during Lent, the Winter Appeal with donations of 'hoodies' and fleece winter clothing, Catholic Mission and Christmas Hampers through the Parish. Year 6 students supported the homeless through St Vincent De Paul by having a 'sleep-out' where they prayed, experienced sleeping without a bed and raised money. The School also conducted a soup kitchen and donated the money to this cause.

Opportunities existed for staff to deepen their understanding of Catholic tradition, ritual and

scripture through professional development with the Parish Priest and staff prayers. Staff have been engaged in professional learning around Pope Francis' *God's Mission, Joy of the Gospel*.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 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.

Throughout 2015, a variety of special programs and initiatives were offered to students from Kindergarten to Year 6.

As part of the 2015 School Improvement Goal (SIP) there was a focus on best practice in literacy and the creation of tasks and activities that meet the needs of each student. All teaching staff participated in coaching cycles to ensure consistency of practice in the teaching of reading skills and small group instruction during the English (literacy) block. The School continued participation in the *Extending Mathematical Understanding* (EMU) program with all students across K-6 completing the *Mathematical Assessment Interview* (MAI) to enable teachers to target instruction at the student's point of need. The aim of this program is to ensure all students have a solid conceptual understanding of number including counting, place value, addition and subtraction and multiplication and division. Parent education sessions on the Mathematics (numeracy) block were held and these enabled parents to gain an understanding of how a Mathematics lesson is organised in the classroom. Parents of K-2 students were also offered a series of eight workshops "Maths in the Morning" where a take home activity was shared to assist parents in supporting their child's development of number skills at home.

During 2015 the School continued to develop the integrated curriculum strengthening the concept of *Inquiry Learning* across K-6. All classes have a library lesson each week where they have one-to-one access to iPads. In library lessons, students are explicitly taught research skills and ways to present their knowledge and understanding in digital and multimedia formats.

The learning support team continued to work with both teachers and students to ensure that students who require differentiated programs are able to reach their potential. This includes providing support for students that require enrichment.

The School continued to offer a variety of extracurricular learning opportunities for all students. These included:

- School choir
- public speaking competition for Year 1-6
- gifted and /or talented programs including the Maths Olympiad, chess club and chess coaching
- team and individual sports, as well as cross country, athletics and swimming - Diocesan,

Polding and state levels in softball, rugby league and AFL

- lunchtime coding club
- lunchtime drama classes
- lunchtime art classes
- social skills group (lunch club)
- school band - with strong involvement in both the junior and senior sections
- environment / gardening club.

## SECTION SEVEN: 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70.00 %	52.20 %	1.70 %	10.70 %
	Reading	78.30 %	48.20 %	3.30 %	11.00 %
	Writing	70.00 %	46.80 %	1.70 %	7.40 %
	Spelling	66.60 %	41.20 %	3.40 %	14.80 %
	Numeracy	60.00 %	33.50 %	8.30 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	59.10 %	35.90 %	6.60 %	16.60 %
	Reading	77.00 %	33.50 %	6.50 %	18.10 %
	Writing	50.00 %	19.10 %	6.70 %	17.60 %
	Spelling	54.10 %	32.60 %	8.20 %	15.30 %
	Numeracy	46.00 %	27.80 %	11.40 %	15.80 %

### NAPLAN Comments

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy

(NAPLAN) in May 2015. In both Year 3 and Year 5 the percentage of students placed in the top two bands was significantly higher than national figures. Similarly, the percentage of students placed in the lower two bands was significantly lower than the national figures.

In the domain of reading, over 75% of students in both Year 3 and 5 were in the top two bands. Favourable student growth was recorded for the Year 5 cohort (as compared to their results in 2013 *MySchool NAPLAN Student Gain table*) in all areas of NAPLAN testing. The average gain for reading and numeracy was 2 bands over the two years; in writing over the same time period, the average gain was 1.5 bands. Further it should be highlighted that the Year 5 student growth is strong in all areas of NAPLAN when compared to statistically similar schools.

Sustaining strong results in literacy and numeracy is a reflection of focussed professional learning that has supported the School's strategic improvement goal 'to improve outcomes for all students through a focus on quality tasks, assessment and feedback'. The School will continue to focus on these areas in 2016 with a focus on improving student's writing skills.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### Pastoral Care Policy

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

In 2015, the School Improvement Plan included Pastoral Care as a priority area. The School values pastoral care and wellbeing and as such has appointed a wellbeing coordinator. The coordinator attends the term Diocesan cluster meetings for Pastoral Care and Wellbeing which are organised and administered by the Diocesan Pastoral Care Team. These meetings allow coordinators the opportunity to learn more about the Diocesan Framework; they then return to their school and act as facilitator.

During the year, the School has been promoting *KidsMatter* Component 2 by teaching children skills for good social and emotional development. The wellbeing coordinator attended a training day for *KidsMatter* Component 3, which centres on working together with families. Component 3 will be implemented in 2016.

Another School initiative is the sabbatical week, held in week seven of each term. This week is a week without homework and more! It is an opportunity for students, staff and families to spend quality time together. It actively encourages all members of the School community to slow down from the busyness of life and recharge for their personal wellbeing.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

All students, their families and staff have the right to a safe and supportive learning

environment. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students. The School adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours in order to enhance learning. The School is a Positive Behaviour for Learning (PBL) school where rules and behavioural expectations are explicitly taught to students. Students are encouraged and rewarded when they demonstrate these expected behaviours. The School's PBL matrix describes the behavioural expectations in [Respectful, Responsible Learners](#).

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

All at the School share a responsibility to foster, promote and restore right relationships. Bullying is unacceptable and students, staff and parents all share a responsibility for preventing it. During the year the School actively promoted the National Day of Action against Bullying and Violence. This activity is Australia's key anti-bullying event for schools. The aim of the day is to encourage all students to 'take a stand together' against bullying and violence in schools, the classroom and beyond. On this day, a survey about bullying was conducted to ascertain perceptions and responses to bullying.

### **Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

Clear structures and processes have been established to assist students to be respectful and responsible. The School's PBL team consists of parents, teachers, non-teaching staff and members of the Leadership Team, including the Principal. The team meets twice a term to discuss and respond to the needs that arise from the data collected across the School in the playground and



classrooms. Parents are informed of the PBL focus for the fortnight in the newsletter which also includes the poster so that parents can continue the conversation and reinforce the ideas at home. PBL posters are displayed around the School highlighting the school rules and the behaviour matrix. Posters are replaced regularly to reflect the focus for the fortnight.

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## SECTION NINE: 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.

### Key Improvements Achieved

In 2015, all three School Improvement Plan goals were achieved.

- *Goal 1 - Catholic Life and Mission*
  - During the 2015 year student confidence in the use of and understanding of scripture story telling was increased.
- *Goal 2 - Learning and Teaching*
  - During the 2015 year a school shared belief statement about teaching and learning was developed.
- *Goal 3 - Pastoral Care*
  - During the 2015 year the *KidsMatter* components were embedded.

### Priority Key Improvements for Next Year

By the end of 2016 the School will work towards:

- increasing the number of students who will be able to demonstrate their engagement, understanding of and participation in social justice initiatives through class presentations and focus groups
- increasing the number of Year 5 students achieving 'greater than expected growth' in NAPLAN reading
- exploring opportunities that encourage parents to be engaged in wellbeing initiatives.

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## SECTION TEN: 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 School community is a very social one. Parents express their pride in this community and pride in the many outstanding achievements of the children. Throughout 2015, parents and carers had opportunities for development with information sessions offered in areas of the Mathematics syllabus through EMU workshops, and seminars on a range of topics including cyber-safety and child development. These sessions were all very well received by the parent community as demonstrated by feedback received. P&F general meetings also provide the forum for parents to review priorities. In 2015, parents identified direct communication methods as an area of improvement and continue to work in partnership with the School to discuss opportunities to strengthen this.

### **Student Satisfaction**

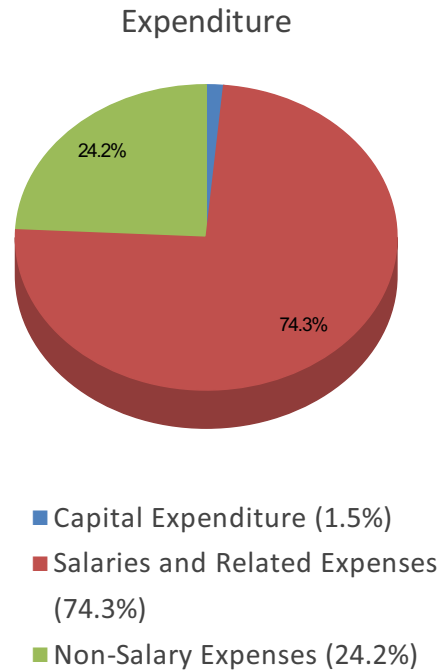
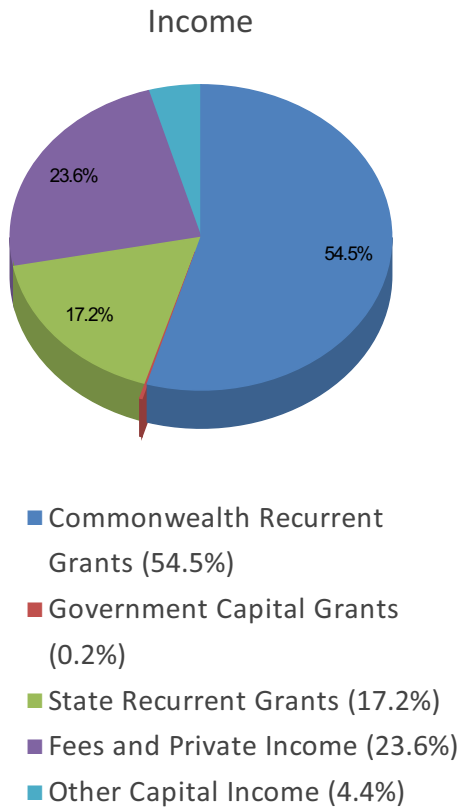
The 2015 student wellbeing survey indicated a high level of student satisfaction with the School. The introduction of *KidsMatter* has had a significant impact on the School over the past two years and students have indicated that the pastoral care and the high standard of teaching and learning provided to them was highly valued. The survey also indicated that students really valued their teachers and what they provided. They also appreciated the friendships they had developed with their School peers and have indicated that they feel safe at School.

### **Teacher Satisfaction**

Teacher leadership is high on the agenda, with staff actively contributing to the direction of the School with their ideas and opinions valued by the School Leadership Team. Teachers have had the opportunity to participate in PL and have been sponsored by the Diocese to attend external PL courses. All members of the teaching staff are actively involved in learning teams and meet on a regular basis to share their understandings about contemporary pedagogy.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,833,766
Government Capital Grants	\$9,550
State Recurrent Grants	\$895,103
Fees and Private Income	\$1,226,873
Other Capital Income	\$231,233
<b>Total Income</b>	<b>\$5,196,525</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$69,653
Salaries and Related Expenses	\$3,536,878
Non-Salary Expenses	\$1,152,103
<b>Total Expenditure</b>	<b>\$4,758,634</b>