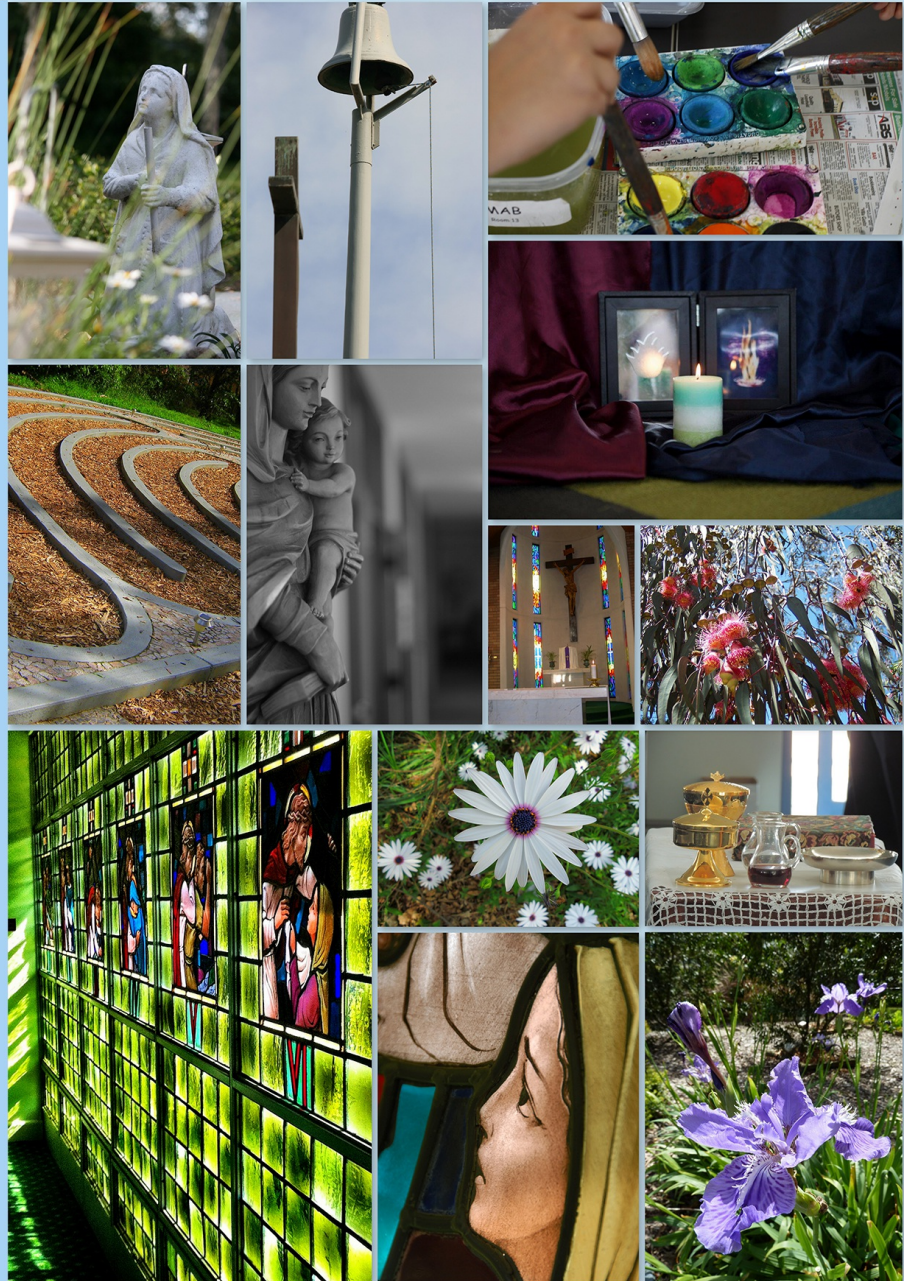


2015

annual school report



Sacred Heart Catholic Primary School,
Pymble

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ABOUT THIS REPORT

Sacred Heart 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Sacred Heart is a welcoming, inclusive school where an explicit, positive and rich expression of our Mercy values of compassion, hospitality, respect and service are strongly evident. The School is proud of its Catholic tradition and works constantly to promote excellent teaching and learning within a challenging and supportive school environment. This is underpinned by our mindfulness of and faith filled efforts to live out the school motto, 'To Be and Not to Seem' and is evidenced in our commitment to quality teaching and desire to grow as a learning community.

This report outlines the significant activities undertaken and achievements gained by our School during the 2015 school year. The report acknowledges the outstanding contribution of our community and the strong learning partnership which is shared by the teachers, students and parents. As a school community we continue to be blessed with resilient, wonderful, positive and accepting children who see themselves as learners, hope-filled, student-centred staff and very supportive parents.

Parent Body Message

The parents at Sacred Heart continue to work closely with the school leadership and staff. Their support of the School Improvement Plan (SIP) and values of the school contribute to the community and team approach. The fundraising efforts organised by the active Parents and Friends Association (P&F) throughout 2015, assisted in purchasing and upgrading technology in classrooms. This parent body again has assisted with hospitality, social gatherings, fundraising opportunities and continued to build and strengthen school community. Throughout the year parents are kept well informed of all aspects of their child's schooling through formal and informal parent teacher meetings, classroom visits and communication.

Student Body Message

Students at Sacred Heart speak about the many opportunities they have to get involved in school life. They value the opportunity to learn new skills and participate in a wide variety of activities. For example, through the K-2 Science Club, Art Express, Band, Cross Country, Chess, Choir, Soccer, Netball, Maths Olympiad, lunchtime sport as well as many leadership opportunities.

"At the school, we have Positive Behaviour for Learning (PBL). It helps us to follow the school rules and reminds us to make good choices and to stay safe. We don't really have many problems at school because we know that the PBL rules are there to help us".

"Many friendships are formed at school and there is a culture of welcome and inclusiveness. It is a place where everyone is equal; no one judges. Everybody is friendly and the teachers are very honest, making sure you are on the right track and provide help and support wherever it's needed. Members of the community treat others in a heart-warming way as a welcome to our school community".

SECTION TWO: SCHOOL FEATURES

School Features

Sacred Heart Catholic Primary School Pymble, is a Catholic systemic co-educational school.

Sacred Heart Catholic Primary School Pymble, is a Catholic systemic co-educational school with 13 classes from Kindergarten to Year 6.

With a tradition founded in the Sisters of Mercy, Sacred Heart embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of our school motto, *Esse Non Videri*, "To be and not to seem" ensures that the Catholic Heritage of Sacred Heart is reflected in everyday school life. The words of our school song "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings.

The school's life and mission is embodied by the values that are integral to the Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope.

Student learning and wellbeing are at the fore of all that we do here at Sacred Heart. Our dedicated teachers are continually learning and developing their skills in being able to teach our students and help them reach their potential. Students are actively engaged in their own learning and a wide variety of extra-curricular activities are offered.

Sacred Heart School is strongly supported by its Parents and Friends Association (P & F). The parent body maintains a balance of being actively involved in school events, coordinating fundraising and providing many opportunities for the students and their families to gather at the various social events throughout the year. Families have enjoyed the Welcome Cocktail party each year and many families join in the fun of the camp out on the school oval. The school Dinner Dance and Trivia Nights are successful in providing a social night out for Sacred Heart families as well as raising funds to support the school's various initiatives.

The buildings and grounds of Sacred Heart are conducive to a positive learning environment, with well-maintained classrooms, grounds and gardens. The children have access to large playing areas; an oval that also serves the school's soccer club, netball / basketball courts, shaded play areas and sandpit. The on-site swimming pool allows for easy access for swimming lessons throughout the year.

SECTION THREE: STUDENT PROFILE

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
153	125	40	278

* 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 94.42 %. 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 %	94 %	93 %	95 %	94 %	96 %

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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	5	27

* This number includes 12 full-time teachers and 10 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.	22
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.

Day 1	Mathematics Assessment Interview(MAI). Teachers continued their learning around the implementation of the MAI and the analysis of the data to inform future teaching in mathematics.
Day 2	Seven Steps to Effective Writing. Teachers were introduced to strategies that enhance their teaching of writing. The learning was focused on the different skills necessary for the students to become effective writers, breaking down the process of writing.
Day 3	Staff Spirituality Day. Staff engaged in a day of reflection and prayer. there was particular focus on the values embedded in the The Beatitudes.

Professional learning takes many forms at Sacred Heart. Weekly Professional Learning meetings are planned and coordinated to support teachers in their role. Particular focus is given to teaching and learning, curriculum and assessment and reporting. In addition, staff are trained each year in CPR, Anaphylaxis and Workplace Health and Safety requirements.

Teachers engage in professional conversations known as Collaborative Analysis of Student Learning (CASL) analysing students work and informing future direction for teaching.

Leader teachers work with class teachers to co-plan and co-teach in Maths and English.

SECTION FIVE: MISSION

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.

Sacred Heart School is founded in the tradition of the Sisters of Mercy. The Mercy ethos along with the Diocesan focus on Catholic Discipleship ensures that the values of hospitality, shared ministry and social outreach are embodied in all areas of school life. The essence of our school motto, *Esse Non Videri*, "To be and not to seem" ensures that the Catholic Heritage of Sacred Heart is reflected in everyday school life. The words of our school song "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings. The school's life and mission is embodied by the values that are integral to The Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope.

The Religious dimension is a key component of everyday life at Sacred Heart, being experienced through prayer, liturgy and social justice. An example of the religious commitment of the school is the way in which the community has embraced the opportunity to support the homeless through *The Dish* program. The school has strongly supported Catholic organisations including Caritas, Catholic Mission and St Vincent de Paul through education, prayer and almsgiving. The senior leadership dimension of the school provides opportunities for the whole school community to be actively engaged in social justice initiatives

Prayer and liturgy are central to school life. Our liturgical life includes whole school masses, parish sacramental celebrations and Liturgies of the Word to celebrate significant feasts and occasions. Prayer has been experienced in various ways including scripture based prayer at assembly, classroom prayer and staff prayer.

At Sacred Heart we believe that operating from a Catholic Worldview is what separates us from other educational institutions. The Catholic Worldview guides all aspects of school life including: decision making; policies and procedures; programming for learning; pastoral approach to behaviour management; social justice and extra-curricular activities. The Catholic Worldview is exemplified by our understanding of the dignity of the human being guiding our *Positive Behaviours for Learning* (PBL) approach to behaviour management based on restorative practice.

We have been able to strengthen our links with the parish through our support of the parish based sacramental program by ensuring alignment of our scope and sequence with the timing of

the program being offered through the parish. We also continue to build our relationships with the parish supporting such initiatives as the training for altar servers, musicians & singers to join parish groups.

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.

The *Teacher Inquiry and Knowledge Building Cycle* (Timperley 2008) provides a learning framework for teaching of the Primary Curriculum at Sacred Heart. At the centre of this cycle is the student; teachers dedicate their time to *get to know their students better so they can teach them better*. The content, skills, knowledge, values and attitudes that are mandated in the Primary Curriculum are taught with the students' learning needs as the core; what does the student already know, what can they already do, balanced with what the student needs to know and do.

This year, the teachers have continued to develop their understanding of and familiarity with the NSW syllabus for the Australian Curriculum in English and Mathematics, Science & Technology and History.

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	89.80 %	52.20 %	2.00 %	10.70 %
	Reading	83.70 %	48.20 %	2.00 %	11.00 %
	Writing	73.50 %	46.80 %	2.00 %	7.40 %
	Spelling	67.40 %	41.20 %	2.00 %	14.80 %
	Numeracy	57.10 %	33.50 %	2.00 %	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	76.00 %	35.90 %	0.00 %	16.60 %
	Reading	84.00 %	33.50 %	0.00 %	18.10 %
	Writing	60.00 %	19.10 %	0.00 %	17.60 %
	Spelling	56.00 %	32.60 %	0.00 %	15.30 %
	Numeracy	44.00 %	27.80 %	0.00 %	15.80 %

NAPLAN Comments

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

(NAPLAN) in May 2015. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy. Analysis of these results assists school planning and is used to support teaching and learning.

In both Year 3 and Year 5 the percentage of students placed in the top two bands is significantly higher than the national average. Similarly, the percentage of students placed in the lower two bands is significantly lower than the national average. There was substantial growth from 2014 - 2015 in the percentage of students in the top 2 bands for both Year 3 and Year 5 in all areas of Literacy.

The growth and sustaining of these scores is a reflection of the implementation of focused professional learning dedicated to support student learning outcomes.

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.

The very strong sense of community is genuinely appreciated by students, parents and teachers. Teachers are approachable and available and confidently rely on each other for advice, support and professional collegiality. Students feel safe and welcome at the school and it was noted that "Even the rules are fun: they keep me safe."

Transition to Kindergarten is always very important. The well-structured, welcoming approach allows new students and families to feel connected and helps create a sense of belonging. The class parent team is a positive network for communicating and for promoting events, encouraging participation and building a strong sense of community.

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.

Positive Behaviour for Learning (PBL) framework has been a major driver for establishing a positive school community and contributing to a whole school approach to pastoral care. PBL has enhanced the development of caring and trusting relationships at Sacred Heart which has strengthened the learning environment to optimise learning and wellbeing. At Sacred Heart there is a clear and shared knowledge and understanding of the school's three core values, *Care for self, Care for others and Care for the place we are in*. This is evidenced by students' ability to recite and explain their understanding of these values and by talking about related classroom

learning experiences that focused on these core values. This understanding was also evident in dialogue with parents who confirmed that the core values are embedded across the school community and that reference to these values is nurtured in the home.

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.

The school aligns its Mercy values of compassion, hospitality, respect, service, option for the poor and justice with its teaching and implementation of the Anti-Bullying policy. Sacred Heart participated in the Bullying - No Way! National day of action against bullying and violence. This helped to raise awareness and empower students to act in the event of witnessing or experiencing an incident of bullying. PBL lessons are centred on positive thinking, being a positive influence, being a good friend and the importance of speaking out. All members of the community have the right to an environment that is free from intimidation, humiliation and hurt. The whole community shares a responsibility to prevent, promote and restore right relationships.

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

Through its Mercy values the school is continually promoting the respect and responsibility each member of the community should have for self and each other. The school is involved with 'The Dish', an initiative between local churches and schools to care for the homeless in the area. Students and parents prepare meals, and then the parents distribute them to the homeless on their rostered evening. Through this, and other outreach programs, students and parents respect the dignity of the individual and our responsibility to share and support those in less fortunate

circumstances. Students are continually reminded of and acknowledged for their good manners, thoughtfulness and willingness to offer their services in helping others.

SECTION NINE: 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.

Key Improvements Achieved

Priorities for teaching and learning continue to support our strategic direction with particular focus on the 2014 - 2015 goal which is 'To extend all students understanding of and ability to write effectively'. In the three identified areas of focus, to help improve student learning; Cohesion, Sentence construction and paragraphing, the teachers have been gathering data on strengthening their understanding of 'where to' and 'where from' teaching points, strengths, patterns, areas of need, school trends and next steps for students. This learning and gathering of data has been constantly linked back to the syllabus and the literacy continuum as well as the NAPLAN marking criteria. Teachers bring an openness to conversations around the analysis of student data, allowing for planning and implementation of effective learning experiences. Teachers differentiate their teaching program, use effective grouping and the analysed data to plan the next learning phase. Teachers know their students.

Priority Key Improvements for Next Year

As we move into a new cycle of school improvement plan the school has developed its long term strategic goals around the three Diocesan domains:-

Mission: To improve student understanding of and response to Catholic Discipleship: We will review the number of values to create a stronger link between the Beatitudes, school motto and PBL.

Learning & Teaching: To improve student learning outcomes informed by quality assessment: We will undertake professional learning for staff around quality assessment drawing on the expert advice from Education Officers at the Catholic Schools Office in order to critically review current practices.

Pastoral Care: To enhance the wellbeing and resilience of students: Students will continue to use the language of PBL and make links to the values of the Beatitudes as measured through observational data.

SECTION TEN: 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

Over a year ago I popped in to see if I could get some information about Sacred Heart and was greeted by the smiling faces of the ladies in the office. I was expecting to be given a form to fill out and instead I was welcomed by the Principal and given a tour of the school. I remember clearly how comfortable we all felt there. I remember being told how wonderful the teachers were; she spoke about their commitment to the kids, she spoke about the kids and the families and everyone that helps the wheels move (office staff, volunteers, etc). During the year we have had multiple opportunities to see what the Principal was talking about. The office staff have always been there to help, even with the silliest of questions. I have seen the senior students help the little ones and I have seen the little ones help each other. I have formed wonderful friendships with some of the parents and not just in my child's year! I cannot speak more highly of the teachers. Every Monday we witness their commitment to teach our children about God, every Friday when they present awards and every day in between! I look forward to another fantastic year at Sacred Heart.

Student Satisfaction

Sacred Heart is a loving and welcoming community. No matter where you come from or who you are, you are welcome. At Sacred Heart everyone has a voice; we are given the opportunity to speak, we are listened to and are encouraged to have our say. We also make sure those who don't have a chance to speak for themselves are given a voice. At school we grow in faith; coming closer to God and follow in Jesus' footsteps. We as a community serve others, give to the less fortunate and raise awareness of those in need. We are lucky to have teachers who are always willing to support us in our learning. Our teachers are there for us, interact with us and communicate with us. We experience many different ways of learning and our teachers take the time to explain things to us so we can understand and learn. We are lucky to have many resources and technology which benefit our learning. Learning can be fun at Sacred Heart and the opportunities for us are endless. No matter what you are good at or enjoy, there is something here for you: Sport, band, choir, chess, Maths Olympiad, Art, Science club - these activities allow you to be who you are and develop your interests. SHP is the place to be!

Teacher Satisfaction

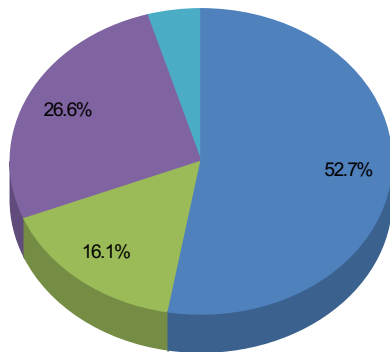
Sacred Heart is a place of great learning for both students and staff. As a staff, we are encouraged and supported to work in co-operative learning teams which enables us to provide

students with the best opportunity to grow and become lifelong learners. Members of staff are also offered a wide variety of professional learning opportunities, and professional conversations are encouraged to help improve the learning and wellbeing of the students. Teachers work collaboratively across grade teams, stage teams and opportunities for co-planning and co-teaching naturally evolve. This team work continues to build on teacher knowledge and is focused on improving student learning. Teachers know their students well; as learners and as little people. This care and dedication shines through the actions of the committed teachers aiming to provide the best for the students in their care.

SECTION ELEVEN: FINANCIAL STATEMENT

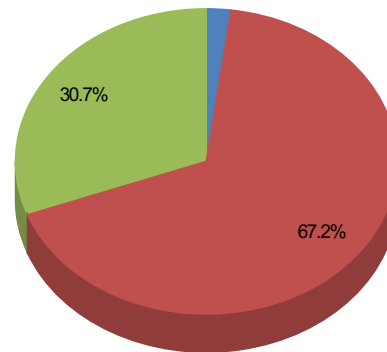
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.1%)
- Fees and Private Income (26.6%)
- Other Capital Income (4.6%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (67.2%)
- Non-Salary Expenses (30.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,902,081
Government Capital Grants	\$0
State Recurrent Grants	\$581,749
Fees and Private Income	\$957,792
Other Capital Income	\$164,560
Total Income	\$3,606,182

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$69,913
Salaries and Related Expenses	\$2,261,537
Non-Salary Expenses	\$1,032,364
Total Expenditure	\$3,363,814