



# 2021

## ANNUAL SCHOOL REPORT



### Our Lady of the Rosary Catholic Primary School

92 Glennie Street, WYOMING 2250

Principal: Mr Bernard Cumming

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

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## About this report

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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](#).

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## Message from key groups in our community

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### Principal's Message

As 2021 begun, we believed that our need to teach including Home Based Learning was over. However, 2021 saw the whole of Term Three with the majority of students learning from home. Our skilled teachers did a tremendous job with Home-Based Learning, refining what they had done in 2020. I pay gratitude to parents who worked alongside teachers to provide the best schooling we could provide, given the circumstances. Our students showed again great resilience with all the challenges that came as a result of COVID.

Our school welcomed a new priest, Father Pawel Kopczynski CSMA, and it was great to have his spiritual guidance during the year. Sadly, Father Pawel is leaving us at the end of 2021 as he moves to another parish. We look forward to welcoming Father Peter de Souza in 2022

It is with great pride that I introduce the Annual Report to you – I hope it provides a snapshot of life at Our Lady of the Rosary Catholic School during 2021.

### Parent Body Message

2021 Parent Council Annual Report

2021 was a Year like no other.

The Year began with some element of weariness, Covid uncertainty and fatigue was rife throughout our community.

We were able to have Kindergarten Parents onsite for Kindergartens first day, and we managed to have a welcome BBQ to bring our community together.

We were fortunate to squeeze in a disco, which was enjoyed by all, prior to the lock-down that spanned the entirety of Term 3.

This was challenging to all members of our community, staff and parents alike. Our children once again demonstrated their capacity for resilience, undertaking home learning and adapting to restrictions.

The Parent Council held a wine fundraiser this year which was well supported by our community. We were also fortunate to host a Bunnings BBQ, which we would not have been able to achieve without the support of our community and the efforts of our Fundraising coordinator Jodi Roth.

This year we Farewell our Treasurer Emma Dwyer, and welcome Allana Murray to the Role for 2022. Our CSP Representative for 2022 will be Lisa Murphy: we thank Diana for her contributions in 2021.

Lastly, we wish to highlight our success in 2021. The aim of the parent council is to build community in our school and be a voice for parents. It is heartening to see our community turn to each other for support during these challenging times.

### Student Body Message

2021 has been another interesting year! We started off the year with our OLR Swimming Carnival where everyone had so much fun. We participated in the Cross Country and also managed to have our Athletics Carnival. Unfortunately though, the Delta strain of Covid-19 had other plans for us and we spent all of Term 3 and the beginning of Term 4 in lock-down. This affected us as we missed seeing our friends face to face, but instead got used to seeing them on Zoom. Our teachers worked very hard to teach us remotely, as we were asked to stay home if possible. When we finally returned to school in Term 4 we were so excited to see our friends again. Although Year 6 was unable to go to Canberra this year, a day at Point Wolstoncroft was enjoyable.

We have loved our time at OLR and have tried to live out our school Motto of being Alive and Aware. We have tried to remember to do our personal best, live justly and show respect to all.

Liezl and Harvey - School Captains

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## School Features

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Our Lady of the Rosary Catholic School is a Catholic systemic co-educational school, part of Catholic Schools Broken Bay.

Our Lady of the Rosary Catholic School was established by the Sisters of St Joseph in 1978.

Our Lady of the Rosary Catholic School is a Catholic Systemic co-educational school, administered by Catholic Schools Broken Bay.

Our Lady of the Rosary Catholic School was established by the Sisters of St Joseph in 1978. The School caters for students from Kindergarten to Year 6 (K-6) across thirteen classes and is part of the Our Lady of the Rosary Catholic Parish. Enrolments are drawn from many suburbs on the Central Coast, although predominately our families are drawn from North Gosford, Wyoming, Narara, Niagara Park and Lisarow.

A brand new building with contemporary indoor and outdoor learning areas, along with extensive greenspaces all contribute to the wellbeing of all the children, and play a vital part in their learning success.

The school enjoys an excellent reputation as a community with high quality learning and teaching practices within an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in the community so that each may contribute to building a better world.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
156	159	61	315

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 94.15%. 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
94.49	94.89	93.83	94.50	94.70	93.16	93.50

## Managing Student Non-Attendance

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

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	27
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

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



involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Due to the impact of Covid-19, particularly in Term Three, Staff Development Days were limited again this year. We were aware that due to Home Based Learning, students had already spent much time away from their teacher, so Staff Development Days were limited in number. Staff still undertook Professional Learning; other methods were used for this to occur.

In June, staff participated in our Annual Staff Spirituality Day. The staff spent the time in prayer and reflection, at the St Joseph's Spirituality and Education Centre at Kincumber.

Staff also gathered at the end of Term Two for a diocesan wide Staff Development Day. The staff joined with all other staff from Catholic Schools Broken Bay for a wonderful day looking at the Goals of the 'Towards 2025 Strategy'. Staff were involved with whole group discussions, and smaller workshops, that gave them a greater understanding and ownership of the 'Towards 2025 Strategy'.

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

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

Our Lady of the Rosary, Wyoming Annual School Report - Religious Education

OLR is a faith filled community that inspires our students both in heart and mind to know Christ, to love learning and to use their talents to be the very best they can be. Our vision is to provide the students of Our Lady of the Rosary, Wyoming with an authentic, professional Catholic Education, delivered with care and compassion.

Our school Motto; Alive and Aware supports students in understanding the challenges of an ever changing world and the God-Given uniqueness of each individual. This is evident through the rich liturgical life the students are exposed to while at school.

We offer opportunities to engage in Liturgical celebrations, morning prayer, Whole School and Grade Masses and Reconciliation Liturgies during Lent and Advent. Whilst we have been unable to have parents join us for most of these celebrations this year, we have been able to share these events with our parents via livestream, which has helped us to stay connected. The Sacramental program enables home, school and parish to work together. Children from OLR received the Sacraments of Reconciliation and Confirmation this year.

The parish sacramental programs are supported through the school by regular communication with parents and carers.

Religious Education (RE) is a key learning area taught in all classes K-6. Prayer is part of daily school life for students, parents and staff. The Religious Education learning and teaching programs have a strong scripture focus, which is supported by the use of effective techniques such as Biblical Micrography, Godly play, Illuminated Text, Visio and Lectio. These techniques allow the students to delve deeply into the scripture to better understand the scripture and its meaning for their lives. RE lessons are enriched with thinking routines and learning opportunities catering for all academic levels. Students are able to make their thinking visible as well as illustrate their knowledge, analysis and connections to the content of our outcome-based curriculum.

In 2022 Kindergarten students will be working from a new Religious Education syllabus that is being introduced to all Kindergarten teachers this year: 'Inspiring Hearts and Minds to know Christ and Love Learning'. The methodology is based upon the work of Maria Montessori and Sofia Cavalletti. It is a carefully prepared, rich learning environment that caters for the individual student's developmental stage: the typical order of learning runs from body to heart to mind.... from the concrete to the abstract. The primary goal of the curriculum is to bring each student into closer intimacy with Jesus.

Social justice continues to be a key focus at OLR. The school has participated in fundraising for Caritas, St Vincent De Paul and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs. The newsletter contains frequent input from the Principal and REC that supports and explores the Catholic worldview, a Gospel reflection and prayer to support Feast days and other key initiatives.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Each year at the beginning of the Term One, all teachers conduct a Mathematical Assessment Interview

(MAI) to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Data is collected to track the reading levels of the students across the school. Reading levels are tracked at least twice per term which is the catalyst for many professional discussions. This dialogue assists teachers in sharing reading strategies and programs. Other forms of data are collected which include Progressive

Achievement Tests (PAT) Mathematics, PAT Reading and Comprehension and Spelling.

2021 saw the teaching staff involved in Professional Learning to further enhance their use of use Google Classroom and Class DoJo for Home Based Learning during COVID Lockdown.

Students are provided with many opportunities to participate in a wide range of diverse activities such as sport gala days, Religious Education celebrations, debating, public speaking and lunchtime groups.

## Student Performance in Tests and Examinations

### NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	78%	54%	0%	11%
	Reading	76%	55%	0%	10%
	Writing	68%	53%	0%	6%
	Spelling	73%	49%	0%	13%
	Numeracy	41%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	28%	35%	28%	14%
	Reading	42%	40%	12%	11%
	Writing	19%	20%	10%	18%
	Spelling	34%	38%	6%	14%
	Numeracy	22%	29%	13%	15%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

### Anti-Bullying Policy

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

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

Through our school values, Our Lady of the Rosary continues to promote respect and responsibility that each member of the community has for self and others.

The school takes a Positive Behaviour for Learning (PBL) approach as a basis for all pastoral care, and has clear procedures and processes for communicating behaviour expectations, and associated consequences to students, staff and parents. This consistency has impacted on student well being positively, indicating a safe, welcoming and orderly learning environment. Each student's individuality is valued and nurtured, their unique skills and talents respected and acknowledged. A teacher has a designated role as the Pastoral Care and Well-being Coordinator to ensure this area within the school has a high profile.

The school effectively uses communication strategies, including social media platforms, to inform and engage parents in the daily life of the school. Prior to COVID restrictions returning in Term Three, parents are invited and involved in many activities at school. This leads to a sense of connection, welcome and belonging being initiated and encouraged.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2021 staff continued to focus on Literacy and Numeracy teaching and learning. This was done within a context of Home Based Learning.

Teachers continued to improve their IT skills as Home-Based Learning continued from 2020 into 2021. A number of staff spent much time gaining qualifications such as Apple Teacher, Google Educator and Microsoft Innovative Educator.

As part of a cyclical process, the school was due to undertake the Compliance Assurance process. The process was commenced but stopped due to the COVID. It will recommence in 2022. However, the process allowed staff to identify consistency of agreed school practices, and staff are looking forward to this being continued in 2022.

A successful staff spirituality day was undertaken. This led to improvement and consolidation in staff knowledge to ensure engaging and creative teaching strategies being used in all classrooms in the area of Religious Education, particularly related to Scripture. This will lead to greater knowledge of staff when introducing the new Religious Education syllabus commencing in 2022.

### Priority Key Improvements for Next Year

2022 will see our school continue to work on our Catholic Schools Broken Bay *Towards 2025 Goals*.

Goal Two of *Towards 2025* is 'We will accompany students, families and staff to know Christ and to grow in faith'. In 2022, we will introduce a new Religious Education syllabus, commencing with Kindergarten, and continuing into other grades in years to come.



We will be looking at a new Kindergarten to Year 2 English and Mathematics syllabus and becoming familiar with these documents, so that we are ready to implement the syllabii in 2023. This aligns well with Goal Four of *Towards 2025* of 'We will build the capability of our staff'.

We are fortunate to have support from our head office at Pennant Hills, so there will be much maintenance done to the school, including painting and re-carpeting of learning spaces.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

Parents are generally satisfied with our school. We work in partnership with parents, and this was so evident in Term Three when students were learning from home. The teaching staff were so grateful to the role parents took with Home-Based Learning. Parents, similarly, were thankful for all the support they received from teachers during this time.

Enrollments continue to grow with the introduction of a third Kindergarten class in 2022.

### Student satisfaction

2020 saw another COVID year that affected the ways teachers delivered learning, particularly in Term Three.

Again, when the students could be at school, they realised, as they had done in 2019, that they had to wave goodbye to their parents and carers at the front gate of the school as restriction did not allow them onto the school site.

Given all this, the students continued to engage with their learning, either at home or at school, and participated whole-heartedly with all that the school offers. A highlight for the children was a disco in Term Two - the first one outside in the COLA which was a big success with the students. Events such as the Book Week parade needed to be done from home, with a number of students dressing up and sharing photos.

The students ability to engage in traditional school events was modified due to COVID for the second half of the year, and showed the adaptability of the students.

The students love OLR and continue to engage in all activities with great enthusiasm.

### Teacher satisfaction

2021 saw a number of staff changes as staff move on to various schools. We welcomed a new Assistant Principal, Religious Education Coordinator and Learning Support teacher, as these roles in 2020 were being filled by teachers in an Acting capacity. We also welcomed a number of new staff, including teachers and Learning Support Assistance. We said thank you

and farewell to a number of longtime staff as they decided to enjoy retirement after many years of generous service to our school.

Staff reflected on the year through meeting processes and were able to name strengths and successes for the year. They have a strong affiliation to the school, enjoy coming to school each day, and display a high degree of care for the students.

All teachers appreciated the opportunity to participate in Student Review Meetings which included classroom teachers, the Learning Support Teacher the Assistant Principal and the Principal, where the progress of all children was discussed.

Teacher satisfaction was also evidenced by voluntary attendance at school events. Voluntary attendance by teachers at events such as the Welcome BBQ, Open afternoons, after school professional learning and offering to coordinate extra activities such as lunch groups exemplifies the strong commitment of teachers to the school.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,050,706
Government Capital Grants <sup>2</sup>	\$132
State Recurrent Grants <sup>3</sup>	\$825,230
Fees and Private Income <sup>4</sup>	\$821,927
Interest Subsidy Grants	\$9,505
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$4,840,350</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$7,677
Salaries and Related Expenses <sup>7</sup>	\$3,449,467
Non-Salary Expenses <sup>8</sup>	\$1,180,330
<b>Total Expenditure</b>	<b>\$4,637,474</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT