

St Paul's Catholic College, Manly

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ABOUT THIS REPORT

St Paul's Catholic College (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 be also be obtained from the [My School website](#).

Principal's Message

In 2016 the College has continued to build upon the completion of the College construction program. From 2012 to 2015 the College was involved in an extensive upgrade of facilities and the building of *The Waterford Hall*.

2016 has seen the school focus on improving outcomes. The College staff have done this by:

- implementing a teaching approach to address literacy as a core learning issue that challenges many of our students
- developing strategies to improve the effective use of learning technologies in the classroom
- creating a culture of improvement and learning amongst the whole school community.

As a Catholic College we continue to build on our strong relationships with our Priests and Parishes. We seek to reach out to the community by supporting charities such as Catholic Mission and St Vincent de Paul.

Our College continues to grow and improve based on our:

- Vision – to graduate good Christian citizens who make a positive contribution to their community
- Values – of Respect, Responsibility, Reverence and Results
- Mission – to encourage our students to be their best, try their best and achieve their best.

Parent Body Message

St Paul's Parents' and Friends' (P&F) Association meet on the third Monday evening of the month. Everyone is welcome and encouraged to attend these meetings. The P&F is made up of an active group of parents, committed to assisting the College and supporting the partnership between the parents and the College. The P&F aims to cultivate St Paul's community spirit through organising school events, welcoming new families to the College and helping families experiencing difficulties at home. Funds raised by the P&F in 2016 are donated to the College to enrich the learning environment and provide financial support for improved College facilities. The P&F thank the College executive and staff for the appreciation and support they give to all of our endeavours.

Student Body Message

The values within our Mission Statement: *Respect, Responsibility, Results and Reverence* are an integral part of the education at St Paul's. These values have been integrated into the many activities in which the students are involved.

On behalf of the current student body, I would like to thank all the highly committed teachers who have assisted in the growth of the College students, the office staff for the endless support and all others who contribute their time allowing the best possibilities to arise for our education

here.

We wish the Year 12 graduates of 2016 well in their undiscovered paths. Congratulations to Mr Mark Baker, Principal on his 40 years of involvement within Catholic education and thank you for your contribution to St Paul's College, we wish him well in his retirement.

As our year ends, I'm looking forward to the possibilities 2017 presents as we undergo another year as 'the school on the hill'.

Parish Priest's Message

It gives me great satisfaction in commending the students, principal, teaching and administrative staff for all they have accomplished in 2016. The College is striving to strengthen key areas of teaching, academic performance, personal development and leadership, Christian faith and mission, pastoral care and sporting and cultural endeavours.

In 2016 some of the notable highlights included the beginning of the Year Mass, a Year 12 Student being awarded *Young Citizen of the Year* and later this same student as Dux of the College; the completion of *The Waterford Hall* and the College building program to date; the involvement of the boys in the local Catechist program in the state primary schools; participation at the 2016 World Youth Day in Krakow Poland.

It is also my great honour to congratulate Mr Mark Baker who has retired as principal after five energetic years. I have enjoyed working with Mark and his unique style for getting things done. We extend a very warm welcome to Mr Chris Browne, the new school principal, who comes to us with a wealth of educational experience.

School Features

St Paul's Catholic College Manly, is a Catholic systemic boys school.

The College, located on the Northern Beaches of Sydney, caters for students from Year 7 to Year 12 and has done so for over 80 years. The College's aim is to provide an excellent academic education in the Catholic tradition, enabling each boy to develop to his full potential. An education at the College aims to inform, encourage and excite each boy and promote the Catholic values of acceptance, love, forgiveness, compassion and prayerfulness in every aspect of College life.

The College motto is "*PRIMA PRIMUM*" (first things first) and is a challenge to all members of the College community to properly arrange life's priorities. All at the College aim for excellence in every area and purposefully educate each person's spiritual, intellectual, physical, social and emotional growth. The College recognises that parents are the prime educators of their children and endeavour to support, complement and involve them in the education of their sons.

The College aims to produce confident young men who are flexible, innovative and well-rounded decision makers and who are consequently well-prepared to meet the challenges of a good tertiary education and a successful career. The College Leadership Team has worked hard to create a school which is challenging yet friendly; demanding yet supportive; serious in purpose yet light in spirit. Achieving these aims requires the provision of extensive Information Technology facilities, an excellent Information Resource Centre and dedicated, experienced and professional staff who teach in a disciplined and happy atmosphere.

The College has recently undergone a refurbishment phase, in which the original teaching block and classrooms were redesigned with glass walls, allowing for the 'curriculum to move easily beyond the traditional four walls'. The Science facilities have also been upgraded in line with this vision. In 2016 the College began using their newest building, *The Waterford Hall*, a purpose built two storey building. The new hall houses the Creative and Performing Arts classrooms on the lower level, facing Sydney Harbour allowing for an abundance of natural light to enhance the visual art works. The upper level of the new hall is a multipurpose floor used on a regular basis for sports class and the stage is often the venue for the College assemblies allowing the College to showcase the talents of the students.

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	695	100	695

* Language Background Other than English

The increase in enrolment numbers over the last nine years has been steady increasing from 570 students in 2008 to 695 students in 2016.

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 2016 was 90.75 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93 %	91 %	90 %	89 %	91 %	91 %

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 [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

Student Retention Rate

Of the students who completed Year 10 in 2014, 80% completed Year 12 in 2016.

The College is able to provide a limited number of vocational courses to students. As a result, students who leave the College tend to move onto other schools that can provide a broader range of these subjects. However, the majority of students complete their secondary schooling at the College.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes; Year 12, 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	34%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

50% of students regularly choose university as their post school option. The remaining students enrol into a TAFE course, apprenticeships and/or traineeships and a small number of students go into their family business. Information for less than 1% of students is unable to be obtained.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
57	16	73

* This number includes 45 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.	57
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	Behaviour Management Planning Workshop
Day 2	Inspiring Next Practice: Accelerating Learning for Tomorrow with the Tools of Today
Day 3	Staff Spirituality day: Aboriginal Spirituality

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

The College is proud of its Christian Brothers' tradition and as part of mission it seeks to educate students in the ethos of Edmund Rice and the Christian Brothers. The College promotes the charism of the Christian Brothers and the charism of St Paul as a means of developing a spirituality of service amongst the students, staff and parents.

The College marks the beginning of the school year with a Welcoming Mass celebrated in the Parish Church of Mary Immaculate and St Athanasius in Manly. At this celebration all new students and staff are presented with a certificate of welcome into the community.

National and Religious festivals were marked by Liturgical assemblies. These included Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas. The College engages in charitable fundraising throughout the year for Project Compassion, Catholic Mission, St Vincent De Paul’s Winter Appeal and the St Vincent De Paul Christmas hampers appeal.

Staff meet on Fridays for prayer and morning briefing. All meetings begin with a prayer to place deliberations clearly in the context of the College’s mission. All College assemblies begin with prayer led by a student leader. Pastoral Care groups begin the day with prayer and staff members are encouraged to begin each class with prayer.

Secondary 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 secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). 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 College has been working towards the implementation, but also the refinement, of the new Curriculum for Year 7 to 10 in order to meet the needs of students. In 2016 Curriculum priorities continued to be:

- the provision of a personal (computer) device to students in all Year groups
- improving student writing skills across all years (informed by NAPLAN data)
- improving HSC results so that all subjects will reach the benchmark of State average as a minimum level of achievement in the HSC.

Teaching and Learning is enhanced by the extent of the professional development (PD) of staff which in turn supports student learning and skill development. The skills that students need for their future underpin teaching and learning and include collaboration, critical thinking, curiosity, adaptability, accessing and analysing information.

Senior students are given ample opportunities to strive to reach their full potential in all courses. These subjects are varied across a range of interests and topics allowing students entry to tertiary education, employment or engage in a trade with ease on completion of their studies.

All students have access to supervised study lessons both during school and after school hours. These lessons allow for any student to seek additional learning assistance or to collaborate with other students about their learning.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	24.44 %	27.60 %	16.30 %	19.80 %
	Reading	29.63 %	26.20 %	11.85 %	17.20 %
	Writing	15.56 %	15.50 %	15.56 %	26.90 %
	Spelling	25.19 %	28.20 %	14.81 %	17.50 %
	Numeracy	34.07 %	30.30 %	5.93 %	15.10 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14.55 %	16.20 %	23.64 %	27.10 %
	Reading	23.64 %	20.60 %	10.91 %	21.40 %
	Writing	10.00 %	12.30 %	29.09 %	37.70 %
	Spelling	14.55 %	21.80 %	15.45 %	22.80 %
	Numeracy	26.42 %	22.50 %	2.83 %	17.50 %

NAPLAN Comments

The NAPLAN results indicate a continuing level of positive performance in numeracy but a

challenge in areas of literacy particularly in terms of writing skills. Strategies put in place throughout the year should see improvements throughout all NAPLAN testing areas in the future. These strategies have been developed by the College Literacy and Numeracy Coordinators and embraced by the whole College regardless of year groups.

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2016, the number of students issued with a RoSA was 13.

Higher School Certificate (HSC)

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

HSC results have continued to improve. The College has set two formal targets, one to reduce the number of subjects below state average to zero (0), and the other to increase the number of students receiving Band 4, 5 and 6 results. A common format of essay writing has been introduced to ensure that the content knowledge of the students is demonstrated in the HSC. This strategy is responsible for the continual improvement of results and is also evident in the learning gains of each student.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2014		2015		2016	
	School	State	School	State	School	State
English (Standard)	3 %	8 %	18 %	8 %	37 %	13 %
English (Advanced)	56 %	59 %	52 %	58 %	50 %	62 %
Biology	43 %	28 %	25 %	28 %	57 %	35 %
Geography	63 %	44 %	0 %	42 %	75 %	41 %
HSC English Extension 1	100 %	93 %	67 %	94 %	100 %	95 %
HSC Mathematics Extension 1	100 %	85 %	100 %	84 %	100 %	80 %
HSC Mathematics Extension 2	100 %	86 %	100 %	86 %	100 %	85 %
Information Processes and Technology	33 %	29 %	33 %	33 %	100 %	28 %
Music 1	100 %	60 %	75 %	62 %	80 %	63 %
Studies of Religion I	26 %	49 %	42 %	51 %	62 %	50 %
Visual Arts	56 %	49 %	73 %	54 %	80 %	55 %

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.

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.

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.

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

The College promotes the key concepts of respect and responsibility as its underpinning values. These values are promoted in all College communications, at College assemblies and in the application of the College discipline and behaviour policies. Students who consistently demonstrate these values are acknowledged and rewarded. Staff promote respect and responsibility through the use of Restorative Justice conversations and the understanding that relationships between each member of the community are highly regarded. The College behaviour management policy is built upon having respect for each other in the learning environment and each student has a responsibility to uphold a positive learning environment. Furthermore, each student understands that they need to take responsibility for their actions and accept any consequences that this may bring.

The values of respect and responsibility are also instilled in the students beyond the College grounds. Students are encouraged to respect 'difference' in various ways including working with intellectually disabled young men in local environmental programs. Students are conscience of many areas of social injustice throughout the wider community and globally and are often engaged in activities to raise awareness of such situations. They are generous beyond the norm for many causes and are aware of their responsibility as young men in a diverse world.

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

- Completion of the school building and improvement program which included refurbishment of the third Science laboratory.
- NAPLAN results show positive learning gains in literacy between Year 7 and Year 9.
- Continual promotion of the College Catholic identity with staff, students, parents and community; the particular focus being the Christian Brothers' heritage, for example, the naming of the newly completed building at the start of 2016, "The Waterford Hall."
Named in respect of Edmund Rice the founder of the Christian Brothers who began with the education of young men in the city of Waterford, Ireland.

Priority Key Improvements for Next Year

- The final roll out of individual computing devices for Years 7 and 10 students as a tool for learning improvement.
- Continued focus on improving literacy skills across all year groups with particular focus on writing skills.
- Maintaining the focus on building the Catholic identity of the College and the links with the Parishes.

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

Feedback from both P&F and parent enrolment interviews indicate a high level of satisfaction with the College. Parents especially appreciate the pastoral support and the challenge that the College presents for every student to do their best. Parents engage with the College on a regular basis with high levels of attendance at information evenings and parent teacher interviews. These occasions provide an environment for informal feedback to be gathered, thereby giving the College an opportunity to be aware of any concerns and work towards improvement. It is evident that parents feel valued at the College and are encouraged to be active participants in their son's education.

Student Satisfaction

In various forums, students express positive satisfaction towards the College with ex-students often commenting on their affirmative experiences during their school years. Senior students strive to be leaders of the College to demonstrate pride in their College. Students are often a positive voice of the College through their involvement in the many extra-curricular activities that are offered.

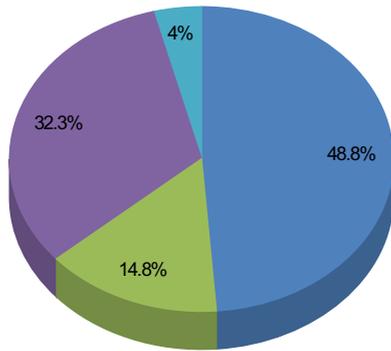
Teacher Satisfaction

Teacher satisfaction is demonstrated by the positive comments given by teachers in recent review panels. Teacher morale is high and many are keen to further their careers at the College through promotional positions. Teacher surveys each year demonstrate that all are listened to; in staff meetings teachers are encouraged to voice concerns and to question. Teachers are represented on the College Leadership Team and value the opportunity to be heard. There has been little movement of the teachers to other schools in recent years.

SECTION ELEVEN: FINANCIAL STATEMENT

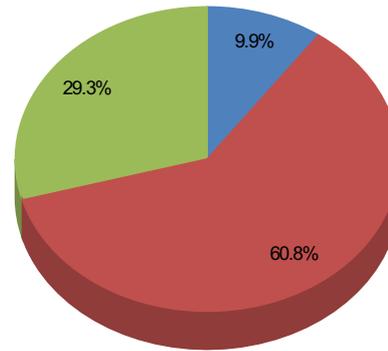
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (48.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.8%)
- Fees and Private Income (32.3%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (9.9%)
- Salaries and Related Expenses (60.8%)
- Non-Salary Expenses (29.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$6,026,488
Government Capital Grants	\$0
State Recurrent Grants	\$1,835,014
Fees and Private Income	\$3,995,841
Other Capital Income	\$500,066
Total Income	\$12,423,729

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$1,299,508
Salaries and Related Expenses	\$8,019,386
Non-Salary Expenses	\$3,868,101
Total Expenditure	\$13,186,995