



St Paul's Catholic College Manly

2010 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

St Paul's Catholic College serves the Catholic community of the Manly Peninsula by educating and forming young men, academically, physically, emotionally, spiritually and psychologically while and through offering them experiences of what it means to be a Disciple of Jesus Christ. To this end the College operates within the broad and rigorous curriculum directed by the Office of the Board of Studies NSW and overseen by the Catholic Schools Office (CSO) of the Diocese of Broken Bay; all educational and social experiences are developed and offered within a particular Catholic perspective, which we call the Catholic Worldview. By this we hope to develop in each individual a genuine response to the call of our Saviour.

The College has been known variously as Manly Christian Brothers School, Christian Brothers College, Manly, and, as it stands today, St Paul's Catholic College, Manly in its 81 year history and continues to serve rich and poor alike as it has always.

This report outlines the current stage of the development of this project and the College as it pursues its goal of providing a quality education motivated by Gospel imperatives as understood by the Catholic tradition.

1.2 Message from the Parent Body

The St Paul's Parents and Friends Association is comprised of an active team of parents committed to the support and improvement of the school in a wide range of College activities. The Association is a vital link between the College and the parent body.

Some of the College activities the Parents and Friends support through the year are the presentation of awards at the Academic Distinction Ceremony, Year 7 Meet and Greet Cocktail Party, the College Open Evening, College Walkathon and the Parents and Friends Association Cocktail Party. Many parents regularly assist with the running of the canteen and uniform shop.

Beyond the school the P & F Association has supported the Diocese Parent Cluster group by hosting parent seminars at our school.

The Parents and Friends levy funded the flooring and drainage of the undercroft and donated money to the Key Learning Areas to assist with the purchase of vital and innovative resources.

The Parents and Friends Association meetings are held every third Tuesday of the month, providing the opportunity for the College Principal and School Executive to meet the parents and friends to present current educational issues and give an overview of College activities. It is also a forum in which the parent body can provide suggestions and ideas to the College.

Secretary of the Parents and Friends Association.

1.3 Message from the Student Body

Throughout our time at St Paul's we have constantly been asked the question 'what does it mean to be a St Paul's student?' It is only this year that we truly believe we can answer this. St Paul's has been the crucial stepping stone and vital part of our transition into manhood and the wider community. The close teacher-student relationships and the companionship between the students have allowed this transition to be a smooth one.

Interestingly, in spite of the challenges placed upon us by the HSC, the bonds between us have only grown, giving a greater understanding of our identity and our purpose. Our senior year has definitely been the most rewarding and enjoyable year of our schooling lives and one that we will all hold very dear. It has been both a privilege and an honour to be the College Captain for 2011



and I know I speak for the Vice Captains, the College Prefects and the whole student body: we could not be more grateful for the skills, academic and sporting opportunities, relationships and life lessons that St Paul's has provided. If we have been defined by those around us, then the definition of a St Paul's student is: One who is understanding, eager to learn and willing to do anything for his mates.

College Captain



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
0	586	78	0	586

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
53	0	0	53

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 98%.

2.5 Teacher Satisfaction

During Term 4 each year all teachers are interviewed by the Principal to discuss their future, goals and expectations and to share their satisfaction with and concerns about the progress of the College. Prior to the interview each teacher completes a short survey giving them the opportunity to reflect on the year.



Staff continue to support the movement towards higher academic achievement and changes in pedagogical approach, as well as the enhancement of the Catholic profile of the school, and were particularly satisfied with the increased emphasis on pastoral care with the establishment of longer, daily pastoral care groups. Evidence for such support is validated by survey data gathered by the external consultation company Radian.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	94
8	93
9	93
10	92
11	93
12	93

The average student attendance rate for 2010 was 93%.

Of the students who completed Year 10 in 2008, 67% completed Year 12 in 2010.

Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

While St Paul's has a proud tradition as a welcoming and safe place in which students can learn, this perception was overwhelmingly supported by data obtained by the external survey conducted by Radian. The students perceive that they are cared for and are provided good learning opportunities with adequate resources and a wide range of subject choices.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2010 was 43%.

The percentage of students in Year 12 undertaking vocational or trade training was 3%.

2.9 Student Destinations

Thirty nine Year 12 students were offered places at universities in 2010.

The majority of the remaining thirty four Year 12 students who completed their Higher School Certificate (HSC) at St Paul's did not seek university entrance but chose rather to enter the workforce directly or through apprenticeships.

3. Catholic Life and Mission

3.1 Catholic Heritage

St Paul's Catholic College first opened its doors as Manly Christian Brothers School in Raglan Street Manly in 1929. Until 1966 it educated boys through primary grades right up to Leaving Certificate standard in the secondary school and was staffed by the Christian Brothers until they withdrew in 1982.

In 1986 the Diocese of Broken Bay was formed and now St Paul's Catholic College forms part of this Diocese. The College specifically serves the parishes of Manly-Freshwater, North Harbour, Frenchs Forest, Narraweena, Dee Why, The Lakes and Pittwater.

Approximately 25% of enrolments are drawn from the Catholic primary feeder schools of St Mary's Manly, St John the Baptist Freshwater, St Kieran's Manly Vale, St Cecilia's Balgowlah, St Martin's Davidson, Our Lady of Good Counsel Forestville, St John the Apostle Narraweena, St Kevin's Dee Why, St Rose Collaroy Plateau, St Joseph's at Narrabeen, Sacred Heart Mona Vale and Maria Regina Avalon, with the remainder coming from local government primary schools.

3.2 Religious Life of the School

The College marks the beginning 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.



In 2010 the College experienced the tragic loss of a Year 12 student, an event which highlighted the Catholicity and pastoral care at the College. The funeral mass was celebrated at the parish church with a large contingent of students in attendance and actively contributing to the liturgy.

Year 9 experienced a two and a half day retreat as part of a five day camp at Wombaroo, outside Mittagong. The Annual Year 12 Retreat, held at Challenge Ranch, Somersby remains a highlight in the lives of the boys at St Paul's.

Staff meet on Mondays, Wednesdays and Fridays for staff prayer and a 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.

Highlights of the year were the ordination to the priesthood of a former College Captain and the reception into the Church of a long-standing member of staff.



3.3 Catholic Worldview

While St Paul's is a Catholic College its Catholic identity is challenged by the reality that only 25% of our students come from Catholic feeder schools and even less have close connections with their parish. It is essential therefore that we are able to identify the ways in which we are truly Catholic and witness to Catholic Discipleship.

The successful implementation of the Broken Bay K-12 Religious Education Curriculum is dependent on an appreciation of the part the whole school plays in the religious and spiritual development of each student. For many of our students, school is their only experience of Church. It is imperative, therefore, that the College provides those students with an authentic experience of what it means to be a disciple of Jesus.

To this end we have developed a framework within which we can acknowledge our "catholicity" as students and staff and strive for a greater sense of communion and community in our daily lives. This framework is used as an induction tool for teachers, unpacking the theology of the Catholic Worldview in language accessible to all and in practices identifiable to all.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



The annual Staff Spirituality Day was held at Mount St Benedict Convent, Pennant Hills. One staff member attended the Ministry for Teachers program. One teacher completed the Certificate of Religious Education and three remain enrolled in the Masters of Educational Leadership under the diocese's scholarship program.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The restructured College Pastoral Care system is designed to ensure that all students are able to closely identify with a pastoral care group overseen by a teacher who knows each student well. The aim is to create a safe and secure environment that will assist each student maximise his potential. Additionally, the College Level System which is founded on the Gospel values of forgiveness and redemption has proved successful in its aim to constantly reward those students doing right things while at the same time work with those boys struggling to meet College expectations.

Our Anti-Bullying policy is clear and concise and we continue to strive for a pro-active approach towards eradicating bullying within our community. To this end each student signs a 'bullying contract' at the beginning of the school year pledging not to engage in such behaviour.

In 2010 the College Middle Leaders began a program to reintroduce them to Restorative Justice practices. This program will continue into 2011.

4.3 Pastoral Care of Families

The College continues to support families in financial or emotional crisis. A College Counsellor is available for all students for four days each week and refers difficult cases, or cases with specific needs, to outside agencies where appropriate. Pastoral Care teachers and Year Coordinators are encouraged to keep in contact with all families, but particularly with those experiencing difficulties.

This is becoming an increasing challenge with the growth in the identification of mental health issues among young people.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2010 the College received the support of the CSO in developing a partnership with the University of Newcastle to depth the knowledge, understanding and implementation of the Quality Teaching Framework, to enhance teacher practice and improve student learning outcomes.

The College has embarked on a three and a half year project to develop Professional Learning Groups (PLGs) of seven teachers per round. Each PLG engages in seven full days of professional learning over a semester in which the teachers observe and code each other's lessons with a view to raising the level of student engagement, understanding and response.

The first of these groups began in Semester Two of 2010 and involved the Principal, the Deputy and five other teachers. As well, two whole Professional Learning Days were devoted to whole staff immersion in Quality Teaching in preparation for the further development of PLGs.

5.2 Student Achievement

Students in Years 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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 programs.

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".
- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 106 students in Year 7 and 101 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.



Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	4	13	21	26	22	11	95
	National	4	13	24	28	19	10	95
	School	2	8	26	34	26	4	97
Writing	State	5	11	32	24	18	7	93
	National	6	14	28	28	16	8	93
	School	4	10	37	29	16	4	96
Spelling	State	5	9	19	29	25	11	94
	National	6	12	22	29	21	9	93
	School	6	11	25	37	22	0	94
Gr. & Punct.	State	10	10	24	28	14	12	92
	National	7	14	25	26	17	9	91
	School	8	10	26	37	13	5	92
Numeracy	State	3	14	24	26	16	14	95
	National	3	13	26	27	18	12	95
	School	0	8	26	30	25	11	100

Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	8	19	23	24	19	6	91
	National	8	18	28	27	14	4	91
	School	4	14	34	33	14	1	96
Writing	State	10	22	22	25	12	8	88
	National	11	19	27	22	12	7	87
	School	15	19	26	33	4	4	85
Spelling	State	9	11	23	29	18	10	91
	National	9	16	26	26	15	7	90
	School	10	12	26	37	16	0	90
Gr. & Punct.	State	8	15	26	24	14	12	91
	National	8	16	27	27	16	6	91
	School	7	20	40	21	9	4	93
Numeracy	State	6	16	27	24	14	13	93
	National	5	16	28	26	15	8	93
	School	1	10	36	36	14	2	99

The College utilises the data provided by NAPLAN to validate its own observations about student literacy and numeracy. In Year 7 this has been particularly useful in identifying students at risk and implementing programs to reduce that risk.

Year 9 results have enabled us to test the success of earlier interventions with regard to literacy and numeracy. The raw data which reduces performance in NAPLAN to National, State and School means is less helpful than the analysis of individual results which indicates outstanding success with regard to literacy intervention and moderate success with regard to numeracy intervention.

The College will continue to address literacy and numeracy across the KLA's rather than develop an intensive NAPLAN preparation program.



School Certificate

Students in Year 10 sat for the School Certificate examination in November. The table provided shows the mean of the 2010 school cohort in comparison with state and school results from previous years.

School Certificate means, 2006-10

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
2010	School	78.43	74.41	79.86	73.05	75.76	82.72
	State	76.87	72.10	76.67	70.16	72.38	79.44
2009	School	77.15	71.19	78.61	71.91	76.19	85.06
	State	77.43	70.61	75.00	71.56	72.36	81.67
2008	School	77.05	74.08	77.85	72.68	77.19	86.94
	State	76.63	70.67	73.61	70.58	73.52	80.71
2007	School	76.46	68.38	75.72	73.41	77.81	83.44
	State	74.76	69.38	73.48	72.14	74.60	80.28
2006	School	74.33	65.90	72.97	73.09	77.13	82.60
	State	74.10	67.87	72.85	71.00	74.37	80.55

In 2010 the School Certificate means were above the state mean in all subject areas. Most pleasing was the improvement English Literacy. The results in the Computing Skills Test indicate that the time and resources concentrated in this area have been well spent. The College continues its trends towards moving students from the lower to the middle bands. The results of combined Bands 4, 5 and 6 were again above state average in all areas.

Higher School Certificate

The 2010 HSC cohort achieved a total of 21 performances at the highest state benchmark, 118 at Band 5 or equivalent and 124 at Band 4 or equivalent. 18 Subjects above state average in 2010, averaging 4.89 above state compared with 3.4 in 2009. There was a 38% increase in the number of Band 6's and a 26% increase in the number of Band 5's.

The College Dux received an outright ATAR of 99.1 and six others received ATARs above 90. These are the best results yet for the number of students we have.

5.3 Extra Curricula Activities

The College continues to provide a wide variety of extracurricular activities, particularly in the area of sport.

Boys represented the College in the following sports: Rugby Union, Rugby League, Soccer, Cricket, Touch Football, Tennis, Volleyball, Basketball, Swimming, Water Polo, Biathlon, Surfing, Snow-Boarding, Skiing, Athletics and Cross-Country Running.

The College's Outdoor Education Program included sport on Thursday afternoons for Years 7-10, the Year 7 Ski Camp, Year 9 combined Retreat and bush camping week, and Year 10 end of year activities at Challenge Ranch.

The College also provides opportunities for students to pursue their interests in chess, public speaking and music. The annual music program culminated in performances at the annual Year in Review held at Miramare Gardens, Terrey Hills. The College also hosted the peninsula Catholic Primary Schools debating, providing both venue and adjudicators, as part of the Community of Schools association.

The College conducted its second Social Justice trip to Cambodia; again a resounding success and a life changing experience for the twenty students, three staff and one parent who went on the cultural immersion tour.



5.4 Professional Learning

Mandatory professional learning activities around first aid, child protection and OHS and manual handling are conducted in accordance with CSO policy. The College also utilises staff and KLA meeting times to develop staff professionally.

Staff are regularly provided with ample professional development opportunities to gain knowledge and experience within their KLA faculty area or management role. This is either provided by the Senior Leadership Team (SLT) or the Key Learning Area (KLA) Coordinator.

The College holds staff Professional Development (PD) days every term – these vary from whole school events to individual KLA time, First Aid and OHS training.

The College focuses on succession planning for all roles within the school; every KLA is encouraged to provide staff with opportunities to show and develop their talents.

Curriculum funding from the Catholic Schools Office (CSO) allows for PD to be organised annually. In 2010 our main focus has been with regard to Quality Teaching, Restorative Justice and the development of explicit quality criteria to develop strategies to challenge students to higher order thinking. Wherever possible, Professional Learning is conducted onsite to ensure contextual focus.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

2010 saw the completion of the undercroft area with funds provided by the Building the Education Revolution (BER) program and the further allocation of the National Secondary Schools Computer Fund (NSSCF) to establish the desired computer to student ratio and its associated infrastructure to support this ratio. The NSSCF goal of 1:1 student to computer ratio for Years 9-12 was achieved by the end of 2010 as was the introduction of broad coverage wireless by the end of Term 2.

Six classrooms were refurbished at the end of 2010 with new carpet, new desks and chairs, glass doors and plaster walls to allow greater natural light and a more welcoming environment for learning. As well, the theatrette was refurbished to better reflect a contemporary learning environment.

School Certificate and Higher School Certificate results reflect genuine growth in the pursuit of student excellence.

The College formed stronger links with our local parish through the provision of liturgical music, by a student group, on the first Sunday of each month.

6.2 2011 Priorities and Challenges

Improve the quality of teaching across the College by focusing our Professional Learning on Quality Teaching with the University of Newcastle.

Improve the standard of student work to better reflect the talents of our students by developing explicit quality and technical criteria for students and teachers.

Assist struggling students by the provision of academic workshops.

Improve the profile and deepen the appreciation of the College as "Catholic" in the wider community especially through the development of a Youth Ministry Action Plan.



7. Parent Participation

7.1 Introduction

Opportunities for parent participation in 2010 were as many and varied as in the past. As has been the case for many years, the Parents and Friends Association was very involved in several facets of College life. They fed over 1000 people at the College Open Evening and provided a welcoming supper and cocktails for all new parents.

Each year the College hosts a Mother's Day luncheon and a Father's Day breakfast. Again in 2010 both of these were well attended, as was the Parents and Friends Cocktail party in September at which the undercroft refurbishment was officially opened and dedicated to Mr Kevin Dyer who has been a driving force behind the P&F for years.



Parents are always invited to participate in the liturgical life of the College. This year again we had a large number of Year 7 parents at the Welcoming Mass and a large number of parents at the end of year Mass as well.

Parent Teacher night attendance is around 95% for all years. Parents of Year 10 students are invited to discuss their sons' subject selections for Year 11 with teachers in a formal interview to deepen their understanding of the commitment needed for senior study.

Other ways in which parents participated in College life included exam supervision, providing careers advice, preparing food and serving in the canteen, assisting in the library and assisting in the uniform shop. A number of parents assisted with the Year 7 ski trip as well as one attending the Cambodia Social Justice tour.

7.2 Parent Satisfaction

Community satisfaction with the College is validated not only by increasing enrolments but also by the stability of enrolments in an educationally volatile area. The lower Peninsula is characterised by student movement from school to school but movement from St Paul's has declined in recent years, particularly with regard to students departing at the end of Year 10.

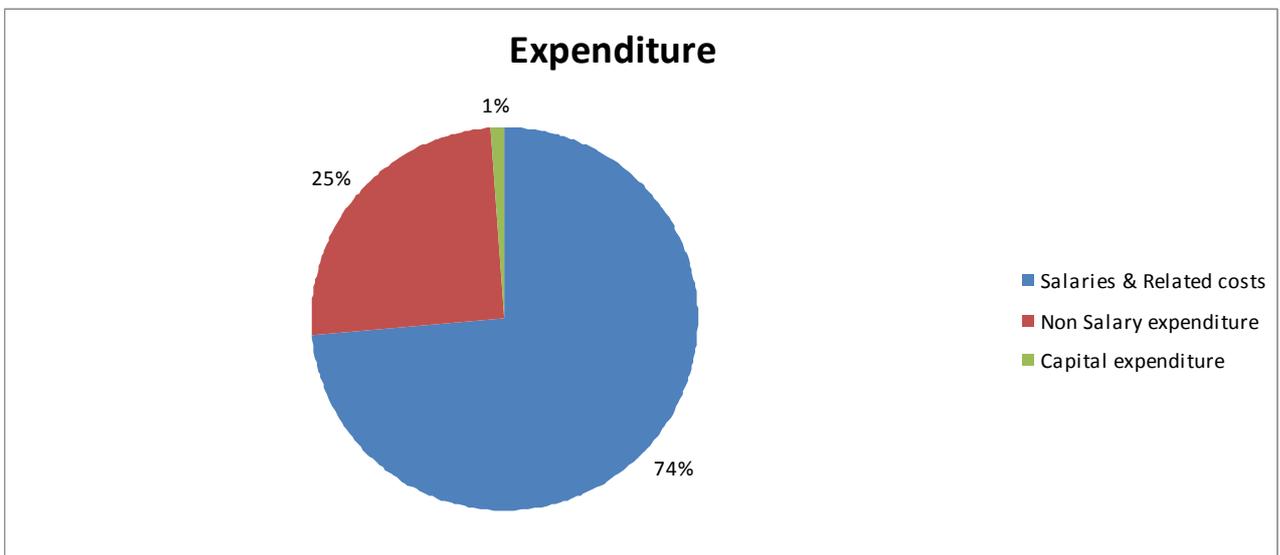
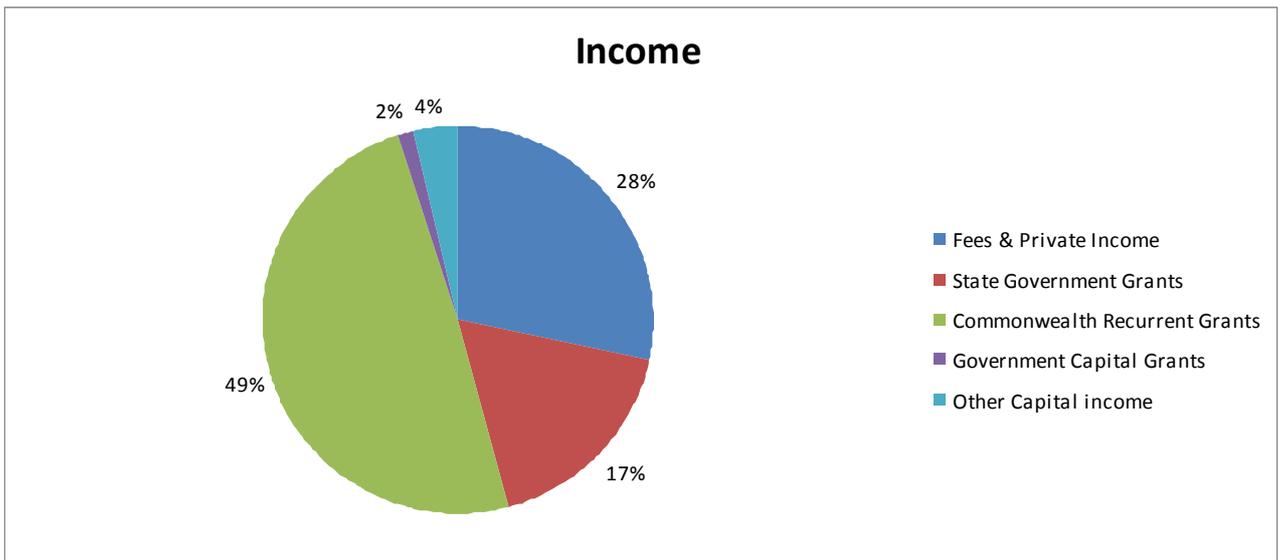
The externally monitored survey of parents validated anecdotal evidence that supported the College's movement towards greater academic accountability. Parents also appreciate the pastoral care given to the boys and the professionalism with which the teachers approach their work.

Most parents have an understanding of the Catholic values to which the College subscribes and support it accordingly.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Ray Werren.