



2022

ANNUAL SCHOOL REPORT



St Gerard's Catholic Primary School

543 North Rocks Road, CARLINGFORD 2118

Principal: Mrs Barbara Yee

Web: www.sgddb.catholic.edu.au

About this report

St Gerard's 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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

2022 promised a relatively stable start to the school year as COVID restrictions eased. Our community was slowly welcomed back into the school and opportunities were arranged for parents and carers to be involved at the school. The transition was well planned, and cautious steps taken. What was not foreseen, was the impact staff and student illness due to COVID had across the community. Student and staff absences were high. This was exacerbated by the teacher shortage and the lack of supply of casual teachers.

In Term 2, St Gerard's embarked on a program of Collaborative Coaching for teachers. This initiative, developed at a system level across the Diocese of Broken Bay, involved weekly collaborative coaching sessions with Assistant Principal and class teachers. Coaches were provided with training for coaching to be established as a tool for school improvement. The focus of student achievement across all strands of Mathematics commenced in Term 2. A range of approaches were utilised to support teacher collaboration including designing teaching plans, developing teaching and learning strategies, co-constructing assessment tools as well as analysing student achievement data.

Parent Body Message

The wonderful spirit and collaboration of the community has lifted significantly in 2022.

At the P&F AGM in November 2021, we were only recently released from a stressful lockdown situation. We were worried about health, our children, our teachers. We are fortunate to have returned to relative normalcy in 2022!

The P&F's purpose is to support our school community for the benefit of our children. We participate because we're taking an active role in contributing to our children's education. It is inspirational, watching the efforts of the committee, sub committees, school staff, who contribute numbers into thousands of volunteer hours!

The outcomes are positive and constructive. There are a diverse group of energetic, capable and skilled parents who take action, lift the spirit and encourage participation with families and wider community. The P&F acknowledge the school staff Leadership Team who invest time from their own personal lives to collaborate with the P&F Committee every term. The list of activities achieved this year was huge and included many major events. The efforts toward these functions are acknowledged and appreciated.

Student Body Message

As your student leaders, leaving this place will be hard as we all care for each other. We are a family of St Gerard's students, and this school is a huge part of our lives. Our St Gerard's experiences have set us up for the most significant and life altering achievement most of us can claim to this day. We recognise how proud every person is here today as we complete seven years of our great learning journey at St Gerard's. Throughout our years in school, not only have we gained knowledge of the subjects we have studied, but we have learned many other lessons as well. School has helped to build social skills, as well as the importance of the value to do our best and to succeed. When we see others performing well, we take it as a challenge to try our best as well. Having the correct mindset makes the difference. If you believe you can achieve anything, and don't allow others to tell you differently, it is genuinely amazing what we are capable of achieving. We are keen, ready and excited to start our journey to high school. We encourage you all, the Class of 2022, to follow the opportunities available to you and to follow your heart and pursue a cause of particular importance to you.

School Features

St Gerard's Catholic Primary School Carlingford is a Catholic systemic co-educational school that is part of the Parish of Epping and Carlingford. The school caters for boys and girls from Kindergarten to Year 6. The school was founded in 1964 by Sisters of Mercy with three classrooms for those first students enrolled. In 2022, there are 14 classes from Kindergarten to Year 6. Classrooms range in age and suitability for flexible learning. Student learning is supported by a range of technology and devices. Following the easing of COVID restrictions the school is once again joining with the Parish community to celebrate key events in the liturgical life of the Catholic Church. St Gerard's continues to focus on developing teacher proficiency and student achievement in all the key learnings areas. In 2022 we have commenced teacher coaching in Mathematics as well as engaging in the process of dissemination of the new K–Year 2 NSW Curriculum in English and Mathematics. A range of diverse opportunities are offered to students to enhance student's learning experiences. There have been changes in recent years to the diversity of language backgrounds across the junior school. Programs and professional learning plans are adapting to cater for these changes. The school continues to look for ways to enhance the school site so that it continues to be an engaging and inviting place for student to learn.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
151	139	97	290

* 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 2023. 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 2022 was 90.90%. 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
91.00	89.90	91.40	91.50	89.40	92.60	90.70

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	12
Number of non-teaching staff	4

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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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

- Implementation of New English Syllabus
- Implementation of New Maths Sullabus
- School based and system: Developing a Collaborative culture of Continuos School Improvement
- Religious Education: Scriptures, Assessmernt and Best Teaching & Learning Practice

Catholic Identity and Mission

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

In 2022, our goal in Catholic Mission was to renew our commitment to Religious Education and a deeper understanding of the Scriptures. We also dedicated ourselves to renewing our worship and liturgical celebrations as a faith community after restrictions eased. We continue to reconnect students with the Scriptures especially with the introduction of the new RE syllabus for Kindergarten and Year 1. There was renewed focus on the fundamental understandings, concepts and skills in the Religious Education teaching and learning outcomes for the students in Years 3 to 6. Programs were streamlined to embed major outcomes for deeper understanding. After successfully piloting the new RE curriculum, our Kindy teachers were confident in teaching in the new pedagogy of Scripture storytelling. Children were able to enter a relationship with Jesus in a meaningful way, after hearing the stories of his life and the sacramental life of the church. Resources and materials were prepared by teachers and parent volunteers to facilitate the tactile experiential approach to learning in the early years.

In 2022, we resumed our school worship celebrations and welcomed back parents and families to whole school Masses and liturgies. Our school is proud of the community spirit and sense of belonging that families and students often report. So, it was important to resume the opportunities for prayer and worship after a lengthy period of isolation and restrictions. Teachers and students planned and celebrated class Masses and Liturgies and it was decided to hold these faith celebrations back in the church since opportunities to visit the church were minimised during COVID restrictions in the previous years. Our Staff Spirituality Day in 2022 was held off-site at St Joseph's Centre and teachers were delighted to have this time for prayer and renewal together in a space of quiet solitude and collegiality. During this time, we discussed and reflected on the Catholic Charter and the significance of this document for our school and community. We have been able to resume staff prayer and worship after restrictions prevented staff from gathering last year. Our social justice initiatives were also recommenced. We supported the needy in our community through Christmas hampers and raising donations for Caritas and Project Compassion through school fundraising projects. Each day, at St Gerard's, students and staff live out their mission to serve each other and the wider community and to inspire hearts and minds to know Christ.

Curriculum, Learning and Teaching

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.

With lockdowns well and truly behind us in 2022, we were able to focus on student academic performance and wellbeing. Our Wellbeing team ensured that students had a range of activities each term which focused on their wellbeing. A range of opportunities were developed for students to engage in social, mindful, creative, active and collaborative pursuits that were enjoyed by staff and students alike in 2022. Teachers encouraged all students to be their best and grow in wisdom and faith by being responsible, respectful learners while at school.

This year was the start of an exciting journey of professional development in Catholic Schools Broken Bay, with CSBB funding Collaborative Coaching in our schools. This allowed us to work as a teaching staff to improve every students' learning through building the capacity of every teacher. Professional learning was undertaken by staff on a weekly basis and was focused on learning gains for students, with a strong focus on Mathematics. Staff also participated in a range of professional learning including ACU Mathematics Learning and Teaching Centre Masterclasses, allowing staff the opportunity to update skills and professional knowledge and create new and engaging Mathematics content for our students to engage in.

The cycle of Collaborative Coaching enabled to work together for 80 minutes per week along with their collaborative coach to enable teachers to identify essential learning, analyse student data and modify teaching practice to respond to the individual learners in each class. Student improvement was the central focus of this process and solid learning gains were made by students in 2022.

With the introduction of three new syllabus documents for Religious Education, Mathematics and English in the Kindergarten to Year 2 classes in place in 2023, this year allowed us time to engage in professional learning relating to these new syllabus documents. This meant much of our staff professional learning was focused on familiarisation of the new syllabus and ensuring that teachers were well prepared to begin using these documents and teaching their content from the beginning of the 2023 school year.

Staff built upon the great work in 2021 with learner diversity remaining a priority. 2022 saw staff ensure support was provided to students in a range of formats including small group instruction. Learning support specialists and class teachers collaborated to provide specific learning support and help students achieve their learning goals. Gifted learners were also catered for with the staff Diverse Learning leaders involved in creating stimulating and challenging learning experiences for these students.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68%	52%	3%	12%
	Reading	77%	54%	3%	11%
	Writing	82%	50%	0%	7%
	Spelling	68%	48%	3%	15%
	Numeracy	50%	34%	12%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	57%	31%	0%	14%
	Reading	70%	39%	0%	11%
	Writing	43%	25%	0%	18%
	Spelling	49%	37%	0%	14%
	Numeracy	47%	25%	0%	16%

Pastoral Care and Student Wellbeing

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

In August, the Wellbeing Coordinator led a staff meeting for all St Gerard's staff. During this meeting, a new flowchart was introduced for teachers to follow when responding to minor and major behaviours. This initiative was to clear any misunderstandings and encourage consistency when dealing with students who forget our school rules and guidelines. Restorative Practice questions were also supplied to teachers to remind teachers of the need to deal with situations in a pastoral, understanding manner.

in 2022, it was recognised that the school reward system was not being used as well as it could be. Charts were made for each classroom and each class teacher is now responsible for negotiating a reward for their class to receive when their chart is full. New 'Gotcha' cards were created, and teachers encouraged to continue to catch students doing the right thing- particularly at break times.

In March 2022, St Gerard's took part in the National Day of Action Against Bullying and Violence. Posters were displayed and teachers used resources to educate the children about this important issue. During this event teachers and students were made more aware of bullying and its impact in our school and world.

During Wellbeing weeks, teachers are encouraged to complete, activities that focus on physical, mental, spiritual, social and emotional wellbeing. Students were able to get involved in further physical activities and enjoy wholesome fun activities aimed at providing opportunities for students to smile, laugh and continue to build positive relationships. Fitness and mindfulness sessions, and fun dress-ups have been ways teachers have been able to focus on their own wellbeing. Focus was taken off some routines like staff meetings and student homework to allow all stakeholders extra time to enjoy the week.

St Gerard's took part in World Kindness Day in November. Classes took time out from their usual routine to look at what kindness looks like and examine how the world can be improved with extra acts of kindness each day. Class teachers made their own choice about additional activities to share from kindness pages to bucket-filling sessions and creating kindness checklists.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

During 2022, we maintained focus on student achievement. We worked collaboratively to develop a pedagogical framework, ensuring that we shared common language and rigorous practise across all key learning areas. This aligned with our CSBB Collaborative Coaching Framework and assisted us as we worked towards our 2025 goals of academic growth and achievement and success for all students. We established a collaborative culture of continuous improvement to improve teacher practice and student learning. We engaged in a range of professional development to support teacher practise to improve student learning. Our strong focus on the use of data to improve practice and drive success, led us to strengthen our curriculum expertise ensuring a deep knowledge, high expectations and connections in Mathematics.

Pastoral care and student wellbeing is always at the forefront of what we do at St Gerard's. In 2022, Wellbeing Week each term enabled students to spend time with their family, engage in daily gratitude and mindfulness. The feedback from the wellbeing team around this initiative along with sports days, picnics and opportunities for students to engage with each other, was very positive.

Priority Key Improvements for Next Year

Continue to improve overall student achievement in Mathematics.

To improve student achievement in English, with specific regard to writing in the context of overall literacy acquisition.

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

In information from the Tell Them from Me (TTFM) November 2022 the survey indicated that parents are interested in their children's learning. Parents report that that teachers have high expectations for their children to succeed and that teachers take account of their children's needs, abilities, and interests. Parents acknowledge that school staff take an active role in making sure all students are included in school activities. The survey indicated that parents feel that teachers help students develop positive friendships. Parents believe that behaviour issues are dealt with in a timely manner and that their children feel safe at school. Parents report that children feel included at school and are treated fairly. Parents identified that there are strong links with the parish and that the school is clear in promoting our Catholic Mission. Parents believe that the school contributes to the development of their children's values and beliefs. Parents acknowledge that they contribute to their children's spiritual development by engaging with the school events, liturgies, Masses and special celebrations as well as encouraging families to engage with the Parish.

Student satisfaction

In information from the Tell Them from Me (TTFM) November 2022, the survey indicated that the majority of students indicated that they are interested and motivated in their learning and feel challenged in English and Maths. Students reported that important concepts are taught well, class time is used efficiently and classroom learning activities are relevant to their everyday lives. Students felt that teachers are responsive to their needs and that teachers emphasise learning and expect all students to succeed. Students understand there are clear rules and expectations for classroom behaviour. Students widely acknowledged that they have friends at school they can trust and who encourage them to make positive choices. Students indicated that they feel safe at school. They indicated that are taught about Catholic teachings and values and how these relate to their life, and they are helped to participate in a variety of prayer and liturgy experiences. Students also acknowledged that this school helps them to know and love God, and that Religious Education is relevant to their lives and teaches them how to live as a disciple of Jesus.

Teacher satisfaction

In information from the Tell Them from Me (TTFM) November 2022, the survey indicated that teachers feel that school leaders have helped them establish challenging and visible learning goals for students and helped them improve their teaching. Teachers identified that they work with other teachers in developing cross-curricular or common learning opportunities, relying on other teachers for helpful feedback about their teaching as well as advice on teaching strategies and assessment practices. Teachers indicated that they set high expectations for student learning as well as give them an opportunity and guidance, via effective feedback on how to improve. Teachers stated that they establish clear expectations for classroom behaviour. They use individual education plans to set goals for students with special learning needs and are regularly available to help these students with special learning needs, creating opportunities for success for students who are learning at a slower pace. Teachers noted that they work with parents to help solve problems, informing them of their child's progress as well as staying in regular contact with the parents of students with special learning needs.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,170,405
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$577,637
Fees and Private Income ⁴	\$1,229,909
Interest Subsidy Grants	\$20,743
Other Capital Income ⁵	\$1,342
Total Income	\$4,000,037

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$170,059
Salaries and Related Expenses ⁷	\$3,072,264
Non-Salary Expenses ⁸	\$1,359,739
Total Expenditure	\$4,432,004

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 2022 REPORT