



Our Lady Star of the Sea Catholic Primary School Terrigal

2013 Annual Report



Principal: Mr Philip Bretherton

Address: 165 Serpentine Road
(PO Box 9)
TERRIGAL NSW 2260
Phone: (02) 4365 6229
Fax: (02) 4365 6230
Web: www.olssdbb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

Our Lady Star of the Sea Catholic Primary School, Terrigal, is the second largest Catholic Primary School on the Central Coast. The school is a comprehensive Kindergarten to Year 6 school servicing the needs of families in an area which includes Erina, Terrigal and Avoca up to Forrester's Beach and surrounds.

Our school motto of 'Alive in Christ' encourages us all to celebrate our Catholic faith by giving witness to the Gospel values within a caring and supportive community. Our values of Respect, Mission, Belonging, Learning and Faith underpin everything we do.

Student wellbeing at our school, under the umbrella of KidsMatter, is a collaborative partnership between staff, parents and carers and our school and Parish community, to help make a positive difference for our students' overall mental health and wellbeing.

2013 was an exciting year with a purpose built Kindergarten room added to the two existing rooms. The focus was to set up the Kindergarten rooms so that they resembled the pre-school environment which would be a familiar setting for the new Kinder students to start in 2014.

We have had another successful year participating in the Extending Mathematical Understanding (EMU) Program. This program has allowed us to develop an understanding of how children learn Mathematics. The data we gained from the Mathematical Assessment Interviews (MAI) assisted us in diagnosing individual learning needs and to develop strategies to meet these needs.

The relationship between the Parish and school has always had a high priority and we continue to work together to make Our Lady Star of the Sea a catholic community of which we can be proud. This report reflects the many celebrations and challenges we faced in 2013 and we look to new challenges with a new Principal for 2014.

Acting Principal Term 4 2013

1.2 Message from the Parent Body

Our Lady Star of the Sea is very blessed to have such an engaged and vibrant school community. Our school has grown considerably in student numbers over the past few years and thankfully parental involvement has also grown.

This amazing contribution of both expertise and time from our parents, carers, parish members and extended family has seen an invaluable transformation to resources both in the classroom and within the school grounds. As in 2012, 2013 has seen a number of successful events and projects in our school and parish community.

Many parents assisted in such areas as Class Parents, Daytime Committee, Care, Social Committee, Welcome Committee, Class/Parish Mass BBQ, the Welcome BBQ, Swimming and Athletics Carnival, assisting in our classrooms, executive positions on the Parents and Friends (P&F), the School Board, Mothers' Day and Fathers' Day events, school disco, our canteen, school excursions, Fair by the Sea and the list goes on.

The biggest challenge for all parents is finding the time to give a helping hand with our busy lives but we can only encourage all parents to become involved, as there are many rewards personally and for your family in being an active member your school community. On behalf of the entire school community I would like to extend a personal message of thank you to all parents who have helped to make these events a success.

2013 P&F President



1.3 Message from the Student Body

Providing the opportunity for all Year 6 students to be school leaders has had a very positive response from both the students and the teachers. The students commented on how important it was to them that they all had an opportunity to lead in some capacity during their time in Year 6. At the opening school Mass every Year 6 child was presented with a Leadership Badge. They particularly enjoyed participating in the Peer Support Program, Student Representative Council (SRC), Kinder Buddies and organising fund raising initiatives.

The Peer Support Program gave every Year 6 child the opportunity to lead a group consisting of a child from each grade across the school. The program develops the students social and emotional wellbeing through the theme of 'Resilience'.

Students in Stage 3 also had the opportunity to join the SRC under the guidance of a Year 6 teacher. The students made recommendations on behalf of the students about such issues as the playground roster, school activities and fundraising events.

2013 SRC students





2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
250	249	14	3	499

*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
34	0	0	34

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 2013 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.



2.5 Teacher Satisfaction

The teachers have expressed satisfaction in the Professional Learning undertaken in 2013. Through the National Partnership grant they felt they were given the opportunity to extend their learning about how children learn Mathematics and to develop a clearer understanding of the importance of assessment data. This gave them confidence to program to meet the individual needs of all the children in our school.

Staff valued the ongoing work the KidsMatter team presented, as they can see the positive response from both the students and parents. The annual staff retreat gave all teachers a chance to reconnect to their environment and visit the Genesis stories through the lens of Science.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	96
3	95
4	95
5	95
6	94

The average student attendance rate for 2013 was 95%.

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; and
- 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 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

Students were asked what they valued most about Our Lady Star of the Sea. The majority of students named the playground, especially the oval where you can play soccer, cricket and football and at the same time the Kindergarten and Year 1 students have the slippery dip and the cubby house. The students felt that the teachers were 'the best and also funny'. They expressed a love of learning, especially Maths and Science because they get to use Maths equipment and do experiments. Many positive comments were noted about going to church where they enjoyed the music and singing. Several students indicated that the Library was a special place to visit as there were 'lots of books' and they like to go there sometimes at lunchtime.





3. Catholic Life and Mission

3.1 Catholic Heritage

The life force of a school is the school ethos which can ultimately be described as the dominant pervading spirit or character of the school resulting from the habits of behaviour of those who are part of it. Our school community and its environment impacts on the lives of the students and families who make up the population of the school. Our key focus is to develop firm relationships between the students themselves, between students and staff and between the staff themselves. The strong bond then permeates into the wider community of parents and parishioners. Jesus teaches us clearly that God calls us, not just as individuals, but as a community and that how we relate to each other is just as important religiously as how we relate to God. We strive to follow the two great commandments: to love God and to love our neighbour.

3.2 Religious Life of the School

The religious development of the student is central to our Catholic School. We seek to assist students to integrate their faith, their culture and their experiences of life. We continue to work in partnership with our local parish in ways such as: the students and parishioners gathering together each Friday to celebrate their faith and to meet Christ in the Eucharist, joint collaboration between the parish and school for Sacramental programs, parent participation in our weekly whole school prayer sessions, family grade Masses on Sundays, families and parishioners attending whole school liturgies and masses, and staff attendance at Diocesan Liturgies and events. Together we continue to create a climate which is truly religious and supportive of both school and parish initiatives.

3.3 Catholic Worldview

Our school recognises its role as being part of an evangelising community; our doors are open to all those who seek academic and spiritual nourishment. At Our Lady Star of the Sea we integrate our core values across the curriculum and into the belief statements of our policies. Our teachers reflect an atmosphere of charity and justice within the school and ensure the provision of the Catholic perspective in the teaching and learning process and in all the activities of the school in which staff and students engage. Our Restorative Justice principles complement the core values to support the religious dimensions of the school. Spirituality, Catholic life and culture are fostered across the school through whole school prayer (Dadirri) each Friday morning, the recitation of our School Prayer at assembly each morning, weekly staff prayer, grade attendance at Friday Parish Masses and by extending an invitation to parents to pray before meetings and information sessions.



3.4 Professional Learning in Catholic Life and Mission

Parents look to the parochial school teachers to offer religious instruction and modelling in the Catholic faith. In order for our teachers to be better equipped to carry out such a crucial mission, ongoing formation in Religious Education is a focus. We continue to enlist the facilitation of our Mission Services team to ensure quality professional learning opportunities are available, thereby ensuring that standards for accreditation are met. The future of 'Catholic' education and particularly of what is done by the designation 'Catholic', depends largely on the spirituality of its educators. Our recent staff retreat was devoted to furthering an understanding of the correlation between Religion and Science in the Genesis stories. We believe it is essential that we create reflective opportunities that engage and nurture the spirituality of our teachers.

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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

Our Lady Star of the Sea Pastoral Care Policy recognises the dignity of each individual and the importance of family. There is an awareness and recognition of the shared role and responsibility for the provision of Pastoral Care of the students throughout the school community by staff, parents and clergy. Our Behaviour Management Policy is based on a Restorative Justice Approach. The principles of Restorative Justice are to facilitate a process so peace can be restored for the person harmed, the person who did the harm and the community. It helps promote resiliency in both the one harmed and in the one who causes harm.

4.3 Pastoral Care of Families

The P&F of Our Lady Star of the Sea has a strong care group network set up to support families and provide services to families in need through child-care, meals, visits and many other services. The KidsMatter team have organised a brochure stand located in the office foyer and it has information ranging from supporting a child with a diagnosed disorder to issues such as anxiety and grief. This information is on display and is made available to the school community. This stand is updated regularly. The 'Seasons for Growth' program continues to provide support for children experiencing grief and loss. In 2013 Wellbeing was a strong focus. Our part-time school counsellor assisted individuals and provided linkages to other local support agencies. The school provided parent education workshops and actively promoted workshops available in the local area.

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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

2013 provided our school with significant opportunities through the Extending Mathematical Understanding (EMU) program to further develop teacher's understanding of how students best learn Mathematics and how to assess students to ensure that they are taught at their point of need. This has greatly enhanced students' learning and increased their confidence in themselves as mathematicians.

An important part of our music program was the whole school musical where every child was given their time to shine. The theme of the musical was 'Colour My World'. Each grade performed and danced to songs representing a colour, with Years 5 and 6 using the colours black and white to send a strong message and developed a theme of tolerance and an awareness and appreciation of cultural diversity.

In 2013 Japanese was introduced for the first time. All students participated in a weekly lesson learning the language and culture of Japan. A highlight for the year was a visit from personnel from the Japanese Consulate. They demonstrated how to wear a kimono using one of the teachers as a model and children had the opportunity to play with typical Japanese toys and learn about life in Japan.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- 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.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were 75 students in Year 3 and 70 students in Year 5.



Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	1.4	15.7	25.7	18.6	38.6	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	2.8	14.1	29.6	35.2	18.3	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	4.2	16.9	32.4	28.2	18.3	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	1.4	4.2	18.3	32.4	43.7	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	1.4	2.9	17.1	40	32.9	5.7	99

As shown in the table above and available on the My School website, the percentage of Year 3 students at or above the national minimum standard is higher than state and national levels in each test area. A higher percentage of our students achieved Band 6 in Reading, Writing and Grammar and Punctuation than state and national cohorts. We noticed a drop in the top Bands in both Spelling and Numeracy. This is seen as areas to focus on in the future.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	1.4	4.3	15.7	34.3	27.1	17.1	99
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	2.9	10	31.4	28.6	17.1	10	97
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	1.4	15.7	17.1	31.4	27.1	7.1	99
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	1.4	5.7	24.3	27.1	22.9	18.6	99
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	1.4	14.5	44.9	27.5	5.8	5.8	99

It was pleasing to see that the results for our school in Reading and Writing for Bands 5 and 6 were combined above both the state and national levels. The Numeracy levels for the top Bands in Numeracy give us a clear indication of where our focus must be for the coming years.



5.3 Extra Curricula Activities

The students at Our Lady Star of the Sea are exposed to a variety of opportunities to develop their unique gifts by providing a diverse range of extra curriculum activities.

There is a choir made up of any interested children in Years 3-6. They have weekly lunchtime rehearsals and participate in school Masses on a regular basis. This year they performed at school assemblies, at the Early Learning Centre and at a local nursing home.

A Mini Vinnies group met every week in their lunch hour. In 2013 they instigated three very successful appeals. The Winter appeal not only saw the donation of warm blankets and clothing, it also raised \$1200 through a money trail organised by its members. Students donated hygiene packs to 'Mary Macs' to be distributed to the local homeless people. Members of Mini Vinnies assisted the Parish with their Christmas Appeal. Members organised a list of items each class was asked to supply and each day they collected these items. They were later presented to Our Lady Star of the Sea Parish St Vincent de Paul Society. Several students assisted in the packing of the Christmas Hampers. Two members of the Mini Vinnies accompanied members of the Parish to the St Vincent de Paul Society Mass at St Mary's Cathedral.

Other lunchtime activities offered were Chess Club, Dance Troupe, Kid's Club and Library.

At Our Lady Star of the Sea the students experience a wide variety of sports including Netball, Basketball, Soccer, Cricket, AFL, Cross Country, Rugby Union and Rugby League. The annual swimming carnival was held in Term 1 and the school's athletic carnival held in Term 2. Several students achieved representation for Broken Bay and Polding in various sports.

In Years 3 and 4 children had rotations during the afternoon session where they experienced some of the following activities: bike safety, gardening, craft, yoga sessions and environmental studies which involved composting and worm farming.

5.4 Professional Learning

In preparation for the introduction of the new English and Mathematical syllabus all staff members attended a Central Coast Cluster day where the similarities and differences from the current syllabus were explored. All staff members welcomed the emphasis on a Literature based English syllabus. The new Mathematics syllabus reflected conceptual based learning and complemented the work we were doing in the Extended Mathematical Understanding (EMU) program.

Through the EMU program and with the assistance of a National Partnership grant there was a strong emphasis on the teaching and learning of Mathematics in 2013. Three staff meetings a term were set aside each term and we had a mentor coach working across the school. We were able to release teachers to share their learnings across the stage and found we had a lot to learn from each other. This has made the teaching of Mathematics more focused as part of the program maps every student in the school against the growth points using the Mathematical Assessment Interview (MAI). Students' results were mapped on a Data Wall in the staffroom. This was referred to during professional learning sessions to help identify the students who were not progressing, what was holding them back and how we can best meet their needs to help them progress onto the next growth point.



In 2013 the KidsMatter focus was embedding all our previous initiatives into the school culture in order to create a positive school environment. We completed Component 3 'Working with Parents and Carers', developing a clearer understanding of how the school and the family can work together to support the wellbeing of the students in our school.

Staff meetings were held on 'Creative Use of the Scripture in Classrooms". Teachers were shown how to design creative programs that would enhance the learning of the students in Religious Education.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Catholic Life and Mission

Improved student outcomes in Religious Education (RE) with a continued focus on staff pedagogical content knowledge.

- The Religious Education Co-ordinator (REC) worked with the Mission Services Education Officer to build capacity to engage staff in a process of ongoing review of RE modules.
- The REC worked with staff to improve:
 - the underpinning theological knowledge;
 - the pedagogical content knowledge;
 - their use of strategies that engage students; and
 - use of Liturgies and prayer within the modules.

Learning and Teaching

- Improve students' understanding of number.
- Mathematical Assessment Interview (MAI) completed for all students.
- EMU intervention program set up for the most vulnerable students in Year 1 and Year 4.
- Continued professional learning for teachers around Mathematics.
- Completed a Data Wall for all students in the school and used the MAI to inform teaching and learning across the school.
- Used Data Conversations with teachers about 'hard to move students'.
- Numeracy Leaders conducted Collaborative Analysis of Student Learning (CASL) meetings with grade teachers to examine work samples and collectively analyse and problem solve on the best ways to assist students.

Pastoral Care

- To embed student well-being across all domains.
- Implemented component, Module 3, of KidsMatter.
- Appointment of a co-ordinator to oversee the implementation of KidsMatter.
- Consolidation of initiatives such as Bucket Fillers and Munch & Sip.

6.2 2014 Priorities and Challenges

Catholic Life and Mission

Deepen the students relationship with Jesus in the Scriptures through prayer and Liturgy.

Learning and Teaching

Continue the Numeracy focus with a renewed look at Literacy.

Starting a journey with iPads.

Pastoral Care

Improve the wellbeing of the school community through the implementation of Component 4 of the KidsMatter framework and to embed Components 1, 2, and 3.



7. Parent Participation

7.1 Introduction

There is strong parent participation in Our Lady Star of the Sea. In 2013 the School Board conducted a survey to find out ways they could support parents in becoming involved in the school. They have produced a pamphlet called 'Being a part of your child's school' which outlines the benefits as well as suggestions about how to become involved.

The Parents and Friends is very active in the school. It oversees a number of sub-committees including the Care Group, Welcome Committee, Daytime Committee, Social Committee and Parent Liaison Committee. This was a new group formed in 2013 made up of grade co-ordinators for each grade in the school and they report back to the P&F. It was formed in order to ensure that our 'Class Parent' program functioned well as early as possible in the New Year.

During 2013, parents at Our Lady Star of the Sea have participated in a variety of whole school and class projects such as canteen, excursions, classroom assistance, sporting events and whole school liturgies.

7.2 Parent Satisfaction

At a meeting with parents they were asked to comment on how they felt about Our Lady Star of the Sea School. They were particularly supportive of the introduction of the online access to the newsletter introduced in 2013.

Parents commented that they had noticed a more positive attitude to the learning of Mathematics developing throughout the year and they were particularly supportive of the extra curriculum opportunities given to the students.

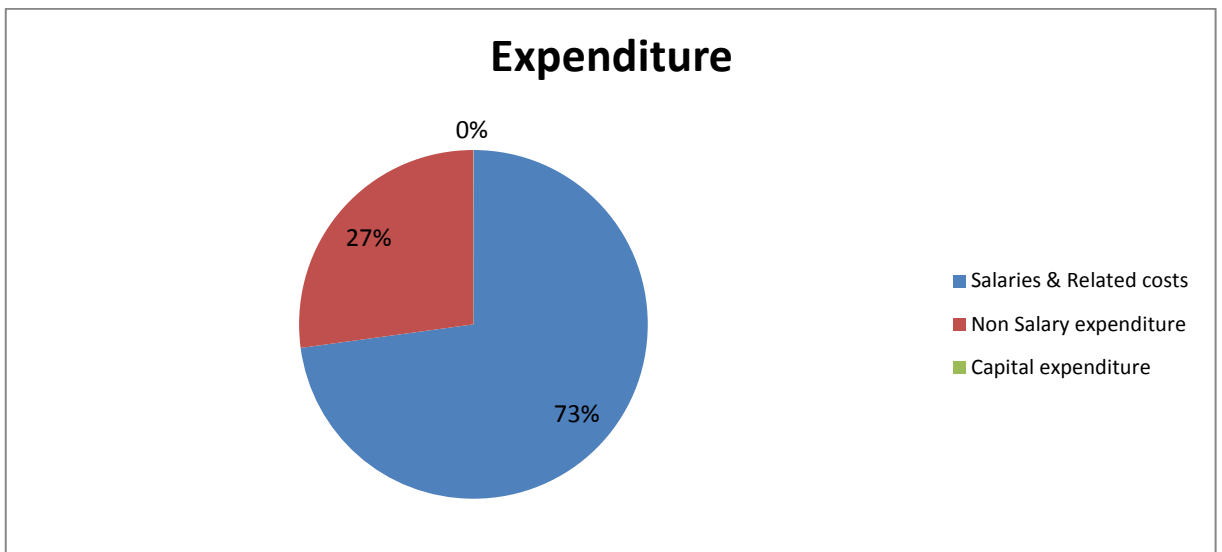
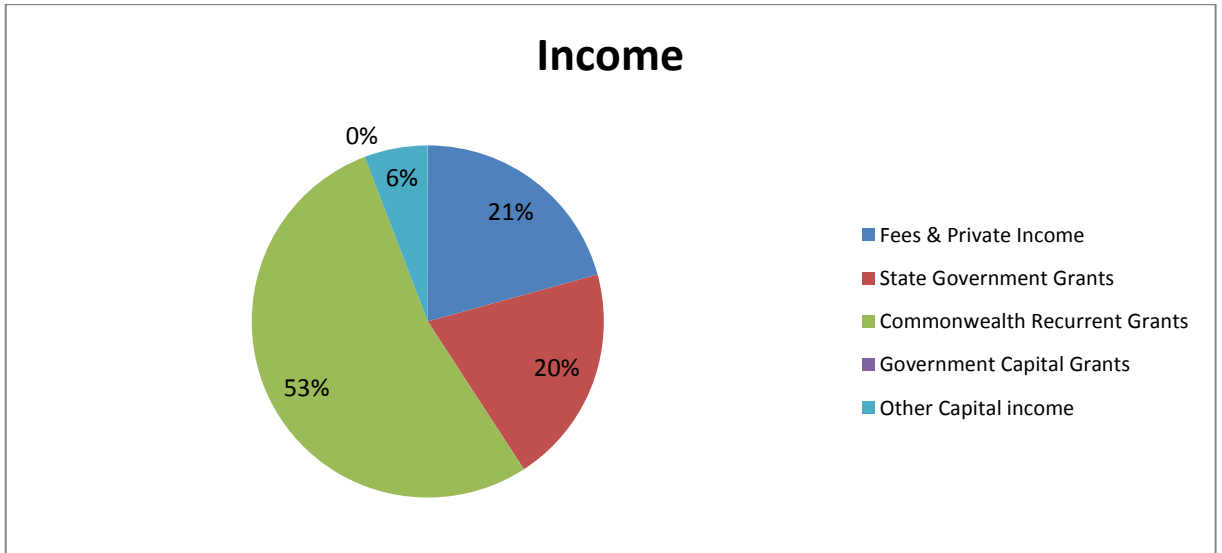
Parents indicated that they value the strong partnership that exists between home and school but they also expressed that could be improved by weekly updates from teachers about what the children are learning in the classroom.

A large proportion of parents felt their children were happy at the school and it was a safe and supportive environment for their children.



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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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