

Annual Report 2019

Leschenault Catholic Primary School



School Profile

Leschenault Catholic Primary School is a double stream school catering for 490 students from Pre-Kindergarten to Year Six. We are a C.H.R.I.S.T centred community that inspires every individual to think, to learn and to strive for academic excellence. These values underpin and guide everything we do. We value every student and encourage each person to be the best they can. We want our children to be resilient problem solvers, effective communicators, collaborators and creative thinkers equipped with skills to face the future challenges.

As a school have embraced many of the elements of Walker Learning in the early years and this enables us to continually reflect on the National Quality Standards.

We have a built a strong relationship between the Parish, the school and the wider community. Religious Education Curriculum underpins our school and enables students to practise their faith within a range of liturgical celebrations.

Senior students participate in ministries focusing on Pastoral, Environmental, Library, Media, and Sporting leadership and are led by the Student Executive. It is very important that our school leaders have the opportunity to lead our school and become active citizens.

We value sports within our school and encourage everyone to participate as school spirit is paramount to our community. Our students constantly achieve and encourage one another on and off the field.

From Year 1 to Year 6 our students are immersed in the Indonesian culture and language.

Our school improvement journey is guided by current research into best teaching practice. We have a School Improvement Team who oversee the teaching programs to ensure we have fidelity across the year levels. We use a variety of sources to monitor and track student progress aiming for a minimum of one year's growth for each student in each year of their schooling. In 2018 we commenced a three-year school improvement journey through the Fogarty EDvance Program.

Staff have a growth mindset and continually analyse data to inform their teaching and evaluate the success of teaching programs. Feedback is used as an integral part of the learning process for staff and students. The integration of digital technologies in daily practice is an ongoing focus. We have a commitment to cater for, and support, students with a range of special needs within the mainstream classroom through appropriate intervention and enrichment programs. Support in Literacy is a priority across the school.

Our School Improvement Plan encapsulates the acronym LEAD – Learning, Engagement, Accountability and Discipleship. We have a goal for each of these key areas with specific strategies to assist us to reach these goals which are assessed against success indicators.

Annual Reports to the School Community

Principal's Report: 2019

It is a pleasure to present my principal report for 2019 to the school community.

2019 has been a year of both consolidation and improvement. My sincere gratitude to all the staff who continually give of themselves in time and energy to inspire and encourage everyone to think, to learn and to strive for academic excellence. Their growth mindset and willingness to do whatever they can, so that each child leaves our school equipped with the skills to face life's challenges with a deep sense of hope is truly amazing to witness.

In 2019 significant improvements were made to the school grounds. This began with doubling the size of the basketball courts, fencing the courts, increasing the oval, fencing the boundary and reticulating and planting the new section of oval. A huge thanks to Bill Catalano who gave freely of his advice, time and workforce to support this project. Without his generosity the project would not have happened within the time frame and budget. Many thanks also to Bree Dudek who managed this project which involved many meetings and attendance on site in his own time. David Salathiel also did an amazing amount of work to get the oval and our school grounds looking fantastic. Two sets of swings were also installed in the school grounds. These wonderful amenities are enjoyed by people in the school and broader community before, during and after school.

In addition, the carpet in the Year 3, 4 & 5 classrooms and corridor was replaced. The patio area outside the staffroom was enclosed to extend the space for staff.

In reflecting on the school year, and the goals set out in our School Improvement Plan, there is much to celebrate. Our focus areas align with CEWA Strategic Direction which is :

Catholic Identity/Discipleship

Education/Learning

Community /Engagement

Stewardship/Accountability

Catholic Identity

Our aim in Catholic Identity was to introduce whole school meditation. We have achieved this; every Wednesday the school stops to meditate after recess. In addition, many classes have meditation embedded in their daily practice. Making Jesus Real (MJR) has been introduced across the school. We recognise God moments each day and encourage everyone to be Welcoming, Encouraging, to say Sorry and Thank you.

Education/Learning

We recognised the need for a whole school approach to the teaching of writing. This has been achieved with the introduction of Talk for Writing from K – Year 6. All staff have participated in professional learning and embraced this change with great energy and enthusiasm. We have worked with a consultant from the Dyslexia SPeld Foundation (DSF) to continually upskill our teachers over the year through face to face meetings, attendance at external Professional Learning and zoom conferences. This has been a very successful partnership which we hope to continue with in 2020. Although not yet reflected in our NAPLAN results, in work samples we have seen significant growth in the writing across year levels.

Our NAPLAN results in Year 3 show that we are below CEWA similar schools. In Year 5 we are above in Numeracy and Grammar and Punctuation. Year 3 data is our baseline data and we aim for two year's growth or an effect size of 0.8 for each child between Year 3 & 5. If we look at our current Year 5 cohort, from 2017 – 2019 their average effect size is above 0.8 for every area of NAPLAN which is fantastic. 2020 we hope to see an improvement in the baseline data in Year 3 NAPLAN and see growth

in all areas of Literacy as Talk for Writing gains more momentum across the school. The introduction of MaqLit and MiniLit support programs for literacy should will also impact our results.

Staff from PK- Year 2 met every Tuesday afternoon in Terms 1- 3 to review and rewrite our Early Childhood Philosophy. Every Early childhood staff member has contributed to this process and the document, which is informed by the National Quality Standards (NQS) and Early Years Learning Framework (ELYF) is a true reflection of the beliefs of Early Childhood staff here at LCPS. Copies of the philosophy are published on our website and this week's newsletter. My gratitude to the staff for their dedication, commitment and patience with the process.

Community /Engagement

2019 was the second year of participation in the Tell Them From Me (TTFM) Survey. In order to improve communication with parents we have trialled a new App called SeeSaw in the junior years and made changes to our school report for second semester. The new report has more indicators in both English & Maths which are graded on an A-E five point scale. These will be much more informative for parents and negate the need for comments in these areas.

The Badges program has been introduced across the school in 2019, aiming to involve the students more in many aspects of school and church life. There has been a great uptake by students and we are seeing more and more badges appearing on the school bags.

Stewardship/Accountability

2019 was the second year of involvement in the Occupational Health Index (OHI) survey. 2018 gave us our baseline data. Our overall health score improved by 8 points moving from 88 to 96. All outcomes showed improvement and are now all in the top decile. One of the key health practices LCPS was focusing on was People Performance Review, which moved from the bottom to the top quartile. In 2020 we aim to maintain our overall Health Index of 96. When our OHI is high we can achieve so much together.

My gratitude to the School Improvement Team Monica Jessop, Shevaun Bertelli, Bree Dudek and Bridget Bryce who have worked collaboratively to ensure we stay on track and meet our broad objectives. We continue to have a focus on data so that we track students over time and aim for a minimum of one year's growth for every child each year at school.

School communities are made up of students, staff, parents, grandparents, friends and the church. We are all in partnership, with the shared goal of providing the very best opportunities, experiences and education for the students. I am grateful for the support of the P&F executive in Jo Saunders, Michele Williams, Katherine Kaurin & Stacey Morabito for their dedication and support this year. Together with the parents who have been active in our P & F, your contribution is both appreciated and valued. Jo & Michelle are stepping down from their roles as president & secretary. On behalf of the school community I thank you both for all you have done to improve our school while you have been on the P & F.

The School Board chaired by Karen Wilding have met regularly and made decisions to improve our school facilities, support the teachers and keep us financially viable. Many thanks to Jodi Collins our secretary and Faron Abbey treasurer who have once again been meticulous with minute taking and financials respectively. Shane Barry, Ben Monaghan & Karen Wilding are finishing on the board this year. Karen has completed five years and been an energised breath of fresh air keeping us on track in meetings and ensuring every decision we make is seen through the lens of 'what is best for our students?' Her wisdom, generosity of spirit, positivity and ability to keep us on track in meetings has been very much appreciated. Shayne Barry has completed four years on the board and has been a

huge support, offering ideas doing a multitude of things around the school outside of hours to ensure we have the very best for our students. Ben Monaghan has completed 3 years on the board and has been a valuable member providing insight to discussions and decision making. Brenda Tilbrook has been the P & F rep on the board in 2019, as her grandchildren have left the school she stepped down from her role in Term 3. My sincere gratitude to Karen, Shane, Ben & Brenda for their personal support. On behalf of the school community I thank Karen, Shane, Ben & Brenda for their combined wisdom, guidance and dedication to our school over many years.

Special thanks to Fr Nic who always has a big smile for everyone and has supported the teachers, particularly those in the Sacramental years. It's been great to have Fr Nic joining the staff for morning tea on Fridays, visiting the classrooms and helping us build a stronger connection between the school and the church.

Thanks to Steph in the canteen for providing the best lunches and for always being willing to supply delicious food, often with little notice. Thanks also to Anne Davis & Mary McCann for their work as the first point of call for the school, throughout the year. They are charged with a myriad of responsibilities and they manage to always stay calm and keep on smiling.

My gratitude to Brigid Bryce & Bree Dudek our Assistant Principals who have been a huge professional and personal support throughout the year. Brigid and Bree are exceptional catholic school leaders who can always be relied upon. They are proactive in their respective roles and bring so much to our Leadership Team, school and community. Thank you Brigid & Bree for being you!

To the parents, staff, students thank you for making LCPS such a wonderful school to be part of. Every day as I walk around the school grounds, engage with students, staff and parents I feel very blessed to be working in such a positive, collaborative Catholic school community.

Staffing for 2020 is now complete and our transition for students will take place on Wednesday 11th November.

I would like to wish everyone, a wonderful Christmas and all the best for 2020.
Kerry Hewitson

Kerry Hewitson
Principal 2019

Treasurer's Report: 2019

LESCHENAU CATHOLIC PRIMARY SCHOOL

FINANCE REPORT – AGM

FORECAST 2020– RESULTS

2019 Results

Expected Trading result for the year: \$87 616 Surplus

(Actual figures to October, therefore November & December are budget forecasts)

2019 Actual: \$14 116 Deficit

2019 year results forecast

The school continues to be in a strong financial position, despite a deficit to the end of October 2019 currently sitting at \$14,116. The deficit equates to less than 1% of the school's annual budget of \$5 million. The 2019 year budget target was a surplus of \$87,616.

Last year an actual surplus of \$187,029 was booked after reporting a surplus estimate of \$103,797 at last year's AGM.

Based on the last two year's results post AGM, it is possible that this year's current deficit position may move into surplus before the end of the year.

Reflecting on current year's result

The 2019 year budget was again well prepared as the budgetary position of the school has been around the mark all year, and no mid-year budget was implemented or required.

Last year we projected some tightening of future year State and Federal funding. Due to a new bilateral agreement between State and Federal Government, it is estimated that funding will be reduced at a rate of 2% to 3% per annum from 2021 to 2023. Federal and State grants fund 84% of the school's annual budget.

As a result, CEWA has recommended an increase to school fees by up to 6% for the 2020 year. On balance, the Board have decided to increase school fees by 3% for the 2020 year to assist in meeting the shortfall. The increase only applies to the tuition component of school fees, which includes the building fund. This would equate to an increase in school fees by \$24 per year for 1 child in kindy, by \$48 per year for 1 child in PP to year 6, or by \$71 for 2 children in PP to year 6 with the second child discount. The amenities fee will increase by \$3 per child.

Next year's invoicing will include suggested regular payment amount options to help ensure that school fees are paid in the calendar year.

Capital improvements spending has been over budget this year which was expected, the main items being spent on include:

- Basketball courts and oval extension
- Swingsets
- Carpets
- Lighting

- Reconfiguring sheds
- Garden seating
- Staffroom outdoor area

The School has prepared its first set of financial statements on a non-cash basis of accounting and has passed audit. A local system accountant has been appointed to the school to assist on any issues that may arise. Still no start date on the new accounting and reporting software, but we are waiting with bated breath.

Projections for 2020

The 2020 Budgeted figures have just been completed. The current 2020 year budget target is a deficit of \$51,784, including a capital improvement target spend of 7.50% of the budget, with proposed replacement of playground equipment.

Faron Abbey
Treasurer 2019

Chairperson's Report- 2019

Firstly, please allow me to give you my humblest of apologies for my absence at the School AGM this year. I wish I was able to be with you all at this very important time.

Your dedicated School Board have had a year of teamwork, thought and cooperation. As usual, we have seen members go above and beyond to help bring the goals, insights and motivations of our fabulous, and dedicated staff to fruition. Always, we tackle our tasks within the bounds of our Christian faith and for every decision we ask ourselves "How will this improve the lives of the children in our school?". These two influences alone guide us with most of what we do.

This year has been an absolute highlight for the board. There have been massive projects seen by many and smaller projects seen by few: every step of the way we are guided by our incredible leadership team.

Some of the projects we have been involved in this year are:

- The best outdoor basketball courts North of Antarctica
- The Greenest, most useable oval South of the Arctic Circle
- The most enjoyed swings in any school ground, ever.
- The Loveliest patio area for the loveliest staff in any workplace.
- Functional upgrades to the grounds
- Fabulous lighting upgrades for our kids' and teachers' work environment
- New and glorious carpet replacements
- Planting of indigenous trees to beautify the council land along Mardo and Barnes.
- Security camera upgrades to keep our community safe
- Maintenance and upgrades to play areas and outdoor facilities

None of these projects would have come to light or fruition without the expert guidance and supreme contribution of the Leadership team. I cannot speak highly enough of the kindness, professionalism, passion, enthusiasm and grass-roots hard work of Bree, Brigid and Kerry. In these three amazing humans we have a perfect blend of all the qualities required to lead and manage a school. Just as the moon compliments the sun, these three work together as a team in the most cohesive and united way imaginable. In addition to our educational leadership, I would like to acknowledge the undying support

of Father Nic, our spiritual and ethical leader. Always kind, always compassionate, the embodiment of true Christianity. Our humblest and sincerest thanks go to you four beautiful souls, for without you we would be nothing.

Thanks must also go to our dedicated, inspiring and motivated teachers. We have seen you attend PD in your own time and you have worked together to bring best practice programs and cohesive structure to the school. We know that you miss nights in front of the telly with your family and friends because reports are due, we know that you drag your kids to Kmart at 6pm on Sunday night because you need something for the classroom on Monday morning, we know that you drive to random places to 'check things out' because it might come in handy in the classroom, and we know that you stay up late to make sure your programs and plans re in place if you're off sick. It's impossible to gauge how much work you actually do, but know this: Your efforts are appreciated and we are absolutely aware that your skill and professionalism drive every aspect of this community. And best of all, you shape the lives of every child here.

To the incredible support staff who implement the teacher's programs and support in the classroom, your work makes such a difference. Your logistical support, kindness and professionalism embodies the ethos we all strive for. And to every other person who is involved in the substructure of the school from the canteen to the office, from the garden to the uniform shop, the cleaning to the maintenance – we are all in a much better community for the contribution you make to the wholeness of the community.

To the P&F, my fellow board members and every other person who volunteers in this lovely place we call ours. With you all contributing, the load is much lighter and manageable. And as you can see great things are possible when we work together.

Shane Barry finishes after 4 years on the Board, Ben Monaghan after 3 years. We have two nominations Lou Williams & Shane Kaurin.

Thank you all for the incredible opportunity you've given me to participate in the School Board over the past 5 years– I feel very privileged have participated. I am humbled to be amongst such exemplary folk and will cherish this experience.

God Bless you and have a wonderful Christmas,

Karen Wilding
Board Chair, 2019

President of the P & F Report - 2019

2019 Parents & Friends Association Report

In 2019, the Parents & Friends Committee welcomed new executive members, Katherine Kaurin – Treasurer and Stacie Morabito – Vice President. We were also joined by a great team of Class Representatives who have played a key role in the committee.

We kicked off the year with a disco, also hosting a movie night before finishing the year with another disco for the children to celebrate with their peers. It was great to see all the kids, thoroughly enjoying the dancing and entertainment of the nights. Thank you to our DJ's Mr Dudek and Mr Portolan, for giving up their time enabling these events to take place.

In April, we took part in the Bunbury Catholic College Mercy Community Fete. Our Cupcake Decorating and Hair Braid Stall were a great success, raising funds but also giving us the chance to contribute to a great community event. Thank you to all our volunteers in the lead up and on the day.

Parents, and friends of the school were all treated with an evening out at our Casino Night at end of May. The night included many great games and activities, some wins for the lucky ones and a few laughs were shared by all. Thank you to our major sponsor Anthony Schirripa from Elders Real Estate who made this evening possible, along with all our dedicated volunteers.

Our raffle fundraiser this year was another achievement, earning a profit of \$4500. Thank you very much to all parents, caregivers and teachers who purchased tickets and gave their time selling tickets to the wider community.

Financially this year, the P&F has made contributions towards purchasing sporting equipment and reading books. This has given the students the opportunity to take part in pickle ball and enhance their reading time with new and exciting books.

In closing I would like to thank you all very much for your support of the P&F. Ongoing input and assistance has allowed us to keep doing what we do, support our children and build the school community. It is your P&F so if you have any ideas about how we can best assist the school, we welcome that input and need your attendance at our meetings.

Thank you also to Mrs Hewitson and all the school staff for their assistance and encouragement throughout the year.

We wish everyone a safe, happy and holy Christmas season.

Jo Saunders
President 2019

Stacie Morabito
Vice President 2019

Teacher Standards and Qualifications

All teaching staff meet the professional requirements to teach in Western Australia and can be found on the public register of teachers of the Teacher registration Board of Western Australia. A number of our staff hold multiple qualifications, but we have only shown their highest qualification.

Years Qualified	Number of Teachers	% Teachers	Qualifications Include
3 Years	2	6%	Diploma of Teaching Associate Diploma of Science Graduate Diploma of Religious Education Graduate Certificate in Education (Early Childhood) Higher Diploma in Education
4 Years	27	85%	Bachelor of Education (Primary) Bachelor of Arts in Education Bachelor of Arts (Early Childhood) Graduate Diploma of Education

5 Years	3	9%	Master of Education Master of Arts
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Work Composition

We have a dynamic staff who are very committed to both our students and community. They are open to new challenges and are a professional team who work collaboratively.

	Number of Staff		Percentage of Staff	
	Female	Male	Female	Male
Teaching staff	26	2	99%	1%
Administration & Clerical including Education Assistants	19	0	100%	0
Building operations Maintenance & Other	3	5	37%	63%
Indigenous Staff	0	0	0	0

Student Attendance at School

Year Level	%Attendance	Number of students
Pre-Primary	91.83%	61
Year One	93.61%	56
Year Two	94.16%	60
Year Three	92.21%	60
Year Four	94.34%	51
Year Five	94.33%	60
Year Six	93.85%	65
Total School	93.47%	412

Children who are absent from school for a full day or consecutive full days are required to notify the school in the following manner:

- Telephone the school before 9:00am in the morning, followed by a written note to the school with the child's name, date of absence, reason for absence and signed by the parent/legal guardian, OR
- Email the school before 9:00am in the morning outlining the child's name, date of absence, reason for absence, with the parent/legal guardian's name at the bottom.

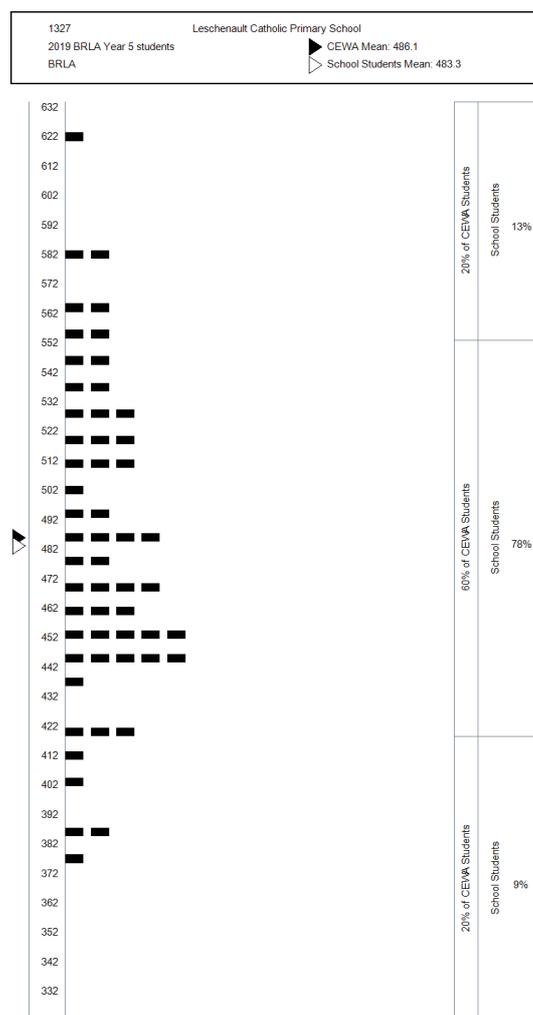
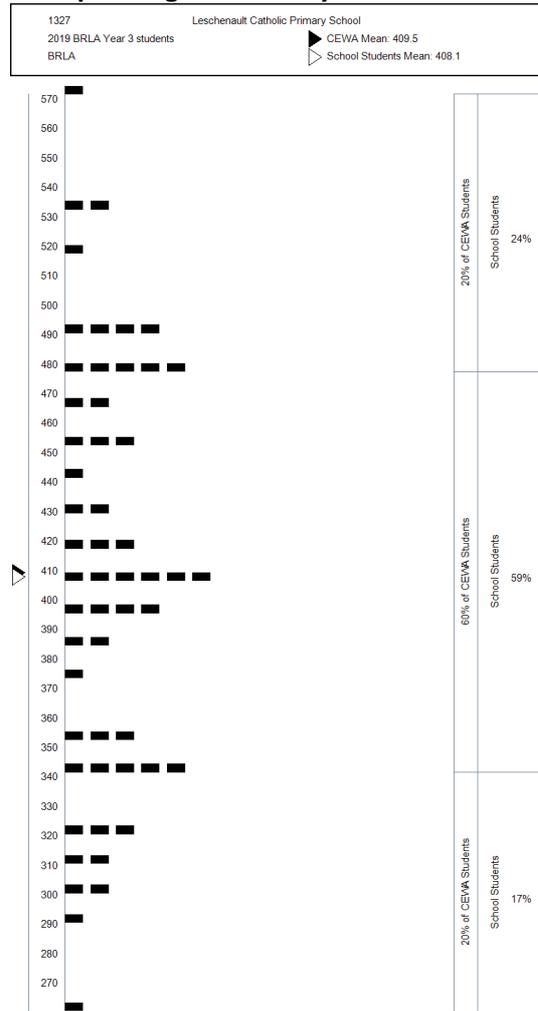
Absentee Notes may also be presented in advance for known absenteeism.

The school has a legal requirement to document and store written explanations for All absenteeism of students.

Absentee SMS messages

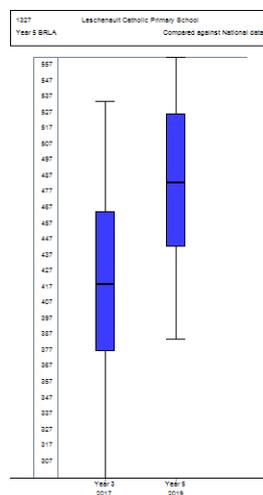
If a child is absent or late from school without notification from the parent/legal guardian, before 9:00 am, an automated SMS Message will be sent, advising that the child is absent and requesting an explanation. This can be followed up by a phone call if there is no response to the SMS. This practice both notifies parents/legal guardians that the child is not at school and ensures the safe whereabouts of all students.

Bishop's Religious Literacy Assessment



Observations:

Our 2019 Bishop's literacy results showed our Year 3 students achieving just below the WA mean. 24% of students scored in the top 20% of CEWA students and 59% in the middle 60% of CEWA students. In Year 5 30% of our students fell in the top 20% of CEWA students and 79% in the middle 60% of CEWA students. While our Year 5 students achieved just above the WA mean.



Further analysis of this Year 5 cohort over time sees an upward shift from 2017 to 2019.

NAPLAN information

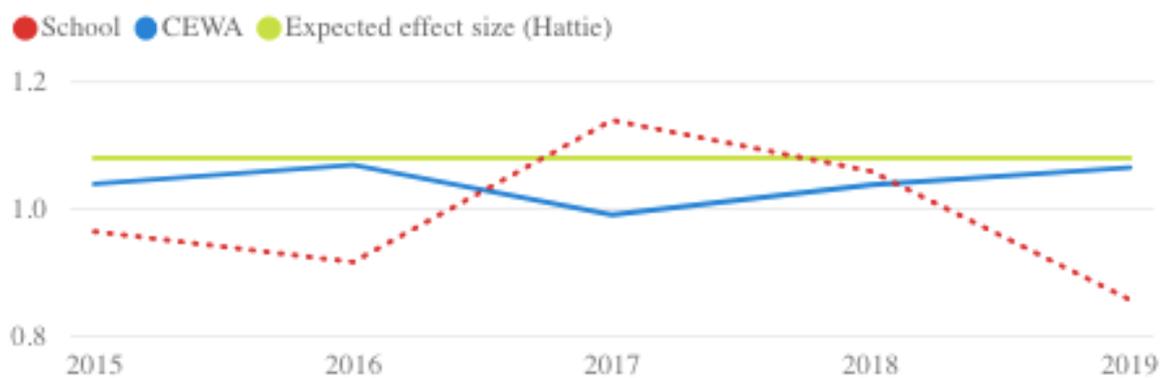
School Based Data

In 2019 we continued to use Datahub to track our student growth over time. We analyse this data to ascertain individual growth over time. Standardised testing occurs in November and February across year levels. We continue to use CNAP to assist us in understanding our NAPLAN data. 2019 was the second year of our School Improvement Plan, in this we set Key Performance Indicators for all formal assessments.

NAPLAN

Reading

Cohort Effect Size at a Point in Time over Time

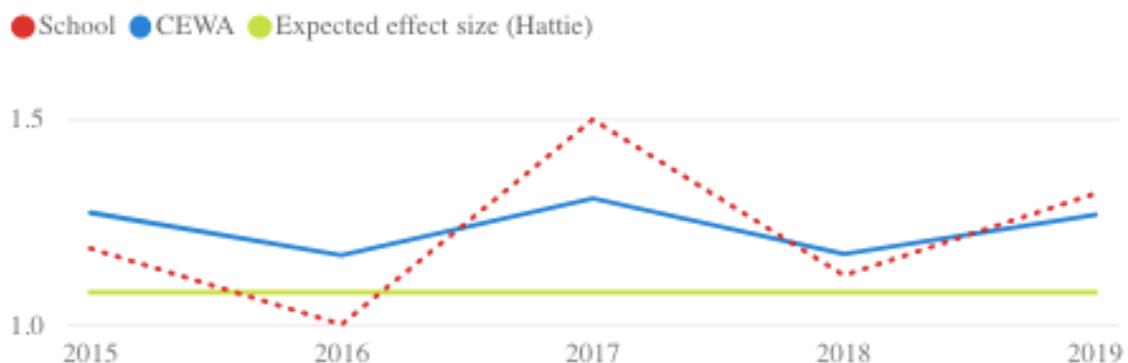


Observations

In 2019 we are able to track our students over time using effect size. This measures growth over time for each student from Year 3 to Year 5. Whilst our effect size is above 0.8 it is below CEWA schools and below the expected effect size. 98.25% of students achieved at or above the National Minimum Standard. Our school mean was 499 compared to the State mean of 502. In Year 3 100% of students achieved at or above the National Minimum Standard.

Spelling

Cohort Effect Size at a Point in Time over Time

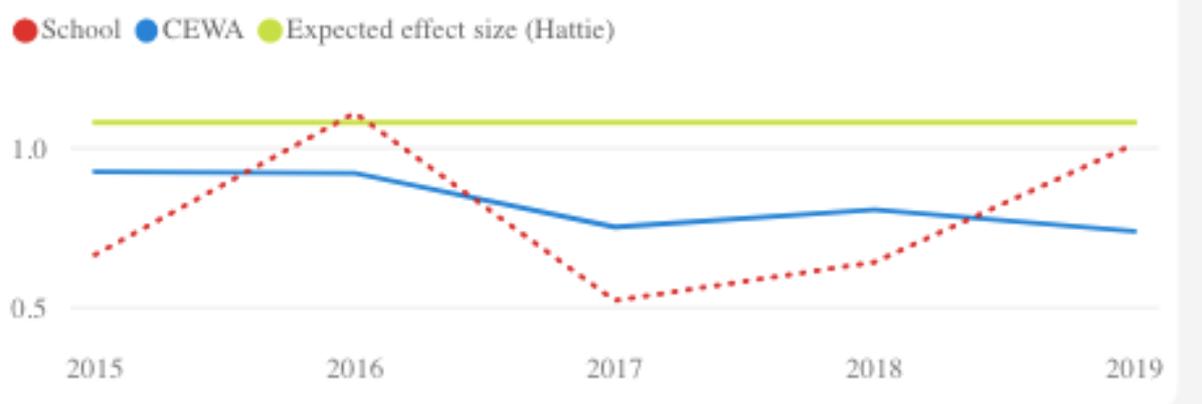


Observations

In Spelling our Year 5 students achieved above both the expected effect size and the average effect size of all other CEWA schools. 98.25% of students achieved at or above the National Minimum standard. The growth for our Year 5 cohort since 2017 (when they were in Year 3) is very positive. 100% of our Year 3 students achieved at or above the National Minimum standard.

Grammar and Punctuation

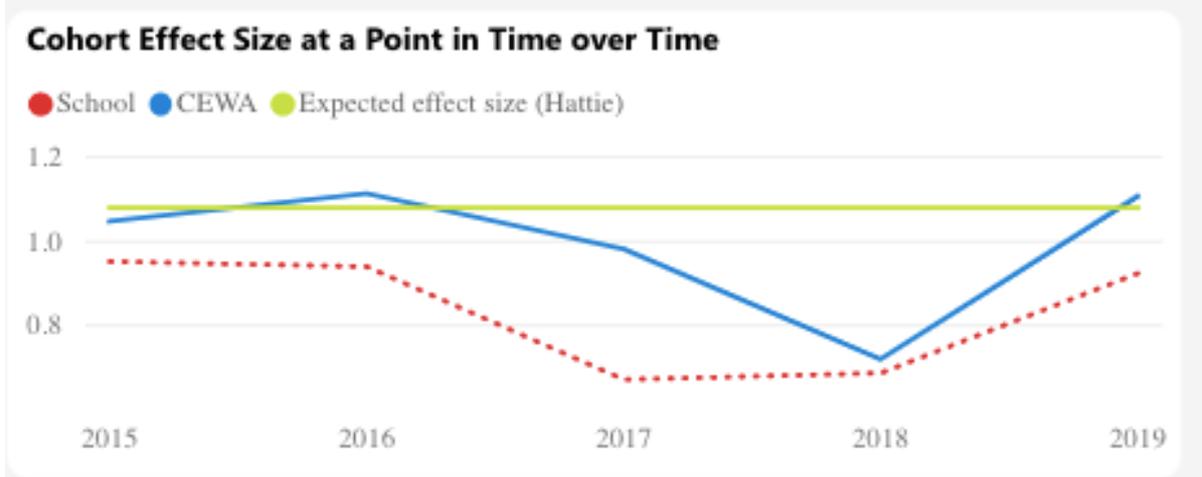
Cohort Effect Size at a Point in Time over Time



Observations

We have had an upward trend with our G & P results for the past three years. Whilst our effect size is below the expected effect size it is above CEWA schools. 96.49 % of Year 5 students achieved at or above the National Minimum Standard. Our Year 5 mean of 508 was above the state mean (496) and national mean (499). 94.83% of our Year 3 students achieved at or above the National Minimum Standard.

Writing

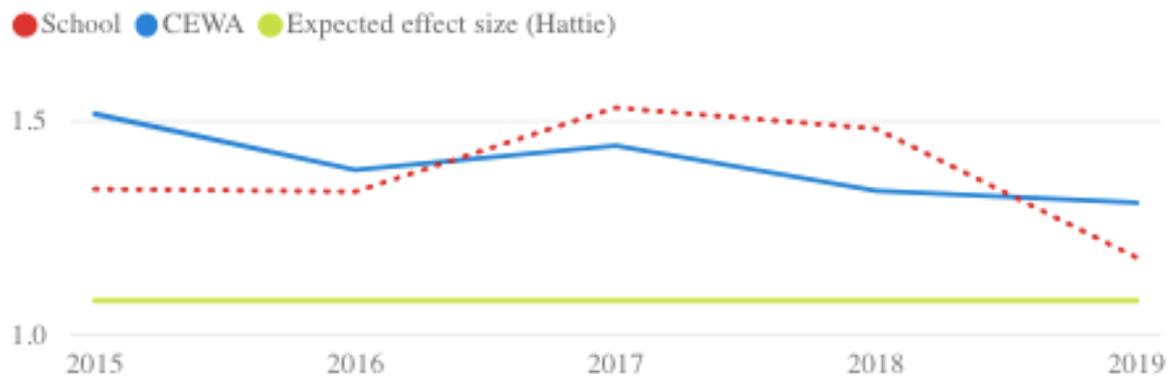


Observations

Over the past three years we have seen an upward trend with our Year 5 in students having achieved a higher effect size each year, however we are still below where we want to be. 98.25% of students in Year 5 achieved At or Above the National Minimum Standard, this compares favourably with the Year 3 students at 100%. With Talk for Writing implemented across all year levels in 2019, we expect to see continued growth in writing over time.

Numeracy

Cohort Effect Size at a Point in Time over Time



Observations

Our Year 3 Numeracy results have shown an upward trend with an improvement for five consecutive years. Our Year 3 mean was 508 compared to the State mean of 496 and the National mean of 499. In examining our Year 5 results over time we can see that whilst we are below CEWA schools, our growth as measured by effect size is above the expected. For two consecutive years 100% of our Year 5 students have achieved at or above the National Minimum Standard.

Reflection and Evaluation of our Curriculum Focus

To improve the academic growth of individual students, staff engage in reflective practice for the planning, assessment and evaluation cycle to critically reflect on student's learning/development. The teaching teams are encouraged to use disciplined dialogue during shared DOTT sessions. Our Engagement in the Fogarty EDvance school improvement process continues to assist us in data analysis and whole school planning around pedagogy and best practice based on research. Talk 4 Writing was embedded across the school in 2019 and all staff were attended Professional Learning for Talk for Writing. We have key teachers in Literacy who support staff to ensure a consistent approach to the teaching of Literacy.

The National Quality Standards continue to drive our Early Years educators. We have met every Tuesday afternoon to reflect upon our current practices both as an educational team and as individuals. All teachers and Educators completed both the individual and group reflections tools on their own practice, supporting findings with evidence. As a team we rewrote our Early Childhood Philosophy which was a recommendation of the 2018 audit. Our Quality Improvement Plan is based on evidence gathered by the Leadership Team using the iAuditor App and individual and group reflections.

Parent, Student and Teacher Satisfaction

2019 was the second year we participated in the TTFM (Tell Them From Me) staff, student and parent surveys to identify areas of concern and strengths, and satisfaction with the school. The 2018 parent and student survey results were mirrored in 2019. The findings of this survey ascertained that all stake holders were very satisfied with the school overall due to an existing culture of community through positive partnerships. Use of technology and improving parent/teacher communication to support student learning continues to be an area that needs addressing.

In the teacher survey we had significant growth in 6 out of 7 of the measures. Leadership, collaboration, use of data to inform practice, targeting teaching and feedback all improved. Areas for growth include investigating ways to increase student feedback and reviewing our Performance Management and Development processes.

Staff also completed an OHI (Occupational Health Index) survey. Our overall health increased by 8 points since 2018 , keeping it in top decile health with an overall score of 96. Compared to the 2018 survey all outcomes showed improvement and are in the top decile. This tells us that we have an extremely healthy school climate.

Post school destinations

School	Catholic	Non-Catholic
Bunbury Catholic College – Mercy Campus	35	8
Australind Senior High School	14	2
Bunbury Catholic College – Marist Campus	1	1
Bunbury Cathedral Grammar School	0	1
Eaton Community College	1	0
Hope Christian College	1	0
Unknown School in Perth	1	0
Total	53	12

The majority of our students go on to Bunbury Catholic College- Mercy Campus which is situated in Australind. In 2020 Mercy campus will be known as Our Lady of Mercy College (OLMC).

School Income

Financial information can be seen on [My School website](#).