



2019

ANNUAL SCHOOL REPORT



St Brendan's Catholic Primary School

Carters Road, LAKE MUNMORAH 2259

Principal: Mrs Luanna Fletcher

Web: www.sblmdbb.catholic.edu.au

About this report

St Brendan's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The School was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay. There are 23 classes across Kindergarten to Year 6, including a Kindergarten to Year 2 class and a separate Primary class, within which students are supported to further develop the skills to become successful learners.

The school community focused during this year on deepening the students understanding of the Catholic faith and the way it connects to their life. For Teaching and Learning in 2019 a real focus was made to enable and support students to develop the confidence and skills to take responsibility for their learning.

A holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and via the implementation of initiatives and/or intervention opportunities. In 2019, an authentic attempt was made to deepen student wellbeing for learning through the lens of parent engagement.

Our School Motto, Alive in Christ, promotes the living out of Christian values in a nurturing environment.

Parent Body Message

The parent community continues to be highly engaged in the life of the School, particularly through participation on our Parent Advisory Group (PAG). The group continues to focus on supporting the school to communicate the School Improvement Plan (SIP) and suggests possible strategies to ensure parents understand and are able to support the implementation of this annual plan. This collaborative communication continued to foster our partnership with the school community and staff. A PAG newsletter was distributed to the school community following each of these meetings.

Families, parents and carers continue to support, organise and attend many events that contribute to school life. Parents are invited to the many opportunities provided, including Grandparents day, Mother's and Father's days, information evenings, assemblies, parent/teacher interviews, family and special school Masses, school discos, Christmas Carols and the Year 6 Farewell. These events were always well supported by the community.

St Brendan's is very fortunate to have such a dedicated, hardworking and friendly parent community who contributed significantly and achieved a great deal in 2019.

Student Body Message

As the student leaders at St Brendan's in 2019, we have had the honour to represent the students of our school. The opportunities we've been presented with, have never been taken for granted. We have been privileged to be able to participate in many activities such as school discos, school excursions, School and Parish Masses, Sacraments, Christmas Carols, working with our Buddies and school sporting opportunities. These opportunities and many more have ensured a wonderful experience for the students here at St Brendan's.

As the student leaders, we are thankful for all the support and guidance we have received throughout our journey at St Brendan's. For our parents and our teachers particularly, we are grateful for the many learning, sporting, religious, cultural and pastoral opportunities provided. Leading this school student community has been a privilege. It has taught us many things that we will take with us for the rest of our lives. As we leave St Brendan's, we will always strive to be "Alive in Christ".

School Features

St Brendan's Catholic Primary School Lake Munmorah, is a Catholic systemic co-educational school.

The School sits within the parish of Toukley/Lake Munmorah and the Parish Priest has established and maintained close connections with the School. The total enrolment in 2019 was 470 students across Kindergarten to Year 6, consisting of 21 mainstream classes with a specialised Kindergarten to Year 2 class and a specialized 3-6 class. Of the mainstream classes, there are three streams from Kindergarten to Year 6, with each of these classes catering to approximately 25 students. There are additional supports across Kindergarten to Year 6 for all learners.

The School's Early Learning Centre (ELC) is an on-site facility catering for families with children in the 3 to 6 years age bracket. The ELC is regarded as an integral part of the school community with strong links between it and the primary school. CatholicCare is also represented on-site, as well as an Out of School Hours Care (OSHC) facility. The OSHC supports families by offering a service that engages students through a variety of activities.

Over thirty students are supported by an Aboriginal Education Worker (AEW) to embrace, nurture and share their culture.

A number of co-curricula programs including: debating, public speaking, chess, robotics, higher ability days, St Brendan's Got Talent, Year 2 SwimSafe program and sporting opportunities (athletics, cross country, touch football, soccer and netball) were held across the year. Social Emotional Learning (SEL) holds a high priority and is nurtured through classroom teaching, KidsMatter, Positive Behaviour for Learning (PBL), Circle Solutions and other wellbeing initiatives. The Mini-Vinnies team which engages in social outreach to support both local and global initiatives was very active once again.

The School's Family Liaison Officer (FLO) works closely with the Principals to plan parent education and to offer support to families in need. The FLO was this year supported by the Wellbeing coordinator.

Student voice has been gathered through survey instruments, conversations with the Student Representative Council (SRC) who have placed videos capturing school initiatives on the website. The SRC has focused on initiatives to reduce waste, campaigned for additional sports equipment and requested amendments to play spaces.

Parent participation is encouraged in a variety of capacities and contact with the parent body is via face to face contact, school and PAG newsletters, Facebook and the website.

The PAG met regularly this year and explored focus areas in connection with the SIP. They were particularly active in supporting research-based discussion on encouraging intrinsic motivation.

There is an active Learning Assistance Program (LAP) which includes volunteers from the school and parish working alongside students and teachers to support optimum wellbeing.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 218 | 235 | 0 | 453 |

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 90.86%. 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 |
| 90.24 | 90.65 | 91.01 | 91.85 | 89.97 | 91.90 | 89.61 |

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

| | |
|------------------------------------|----|
| Total number of staff | 57 |
| Number of full time teaching staff | 28 |
| Number of part time teaching staff | 11 |
| Number of non-teaching staff | 18 |

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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Day 1: Mathematics - Moving from Vulnerability to Possibility

Day 2: Reporting - Analysis of Student Progress

Day 3: St Brendan's Staff Spirituality Day

Catholic Identity and Mission

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides 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.

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.

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.

The Mission Staff Development Day for 2019 was linked to our school improvement plan, "to deepen the students understanding of the Catholic faith and the way it connects to their life. The day was an immersion of liturgy which is at the heart of our Catholic faith. Teachers explored liturgy as the work of people. They revised the parts of a liturgy and looked at how liturgy can be a celebratory part of classroom Religious Education lessons, connected with the Religious Education teaching modules.

The school community continued to be involved in a variety of liturgical celebrations and there has been increased community involvement with parents and grandparents at Mother's Day, Father's Day and Grandparents Masses. We have provided 'Walking the Way' Sessions and Parent retreats.

Parish Family Masses continued. We celebrated with the Parish for their Jubilee Dedication Mass with our students fulfilling different roles within the Mass on the day.

This year saw the inception of new student leadership roles which included two Year 6 Mission Leaders who supported the Religious Education Coordinator and school in variety of ways including through Masses, Prayer and Social Justice issues. Four staff members experienced the 'Sweeter than Honey' Scripture Summit focusing on the ways scripture can be explored in the classroom.

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.

The curriculum focus for our 2019 SIP has been to support students to develop the confidence and skills to take responsibility for their learning. To achieve this goal the School has aimed to deepen teachers' pedagogical content knowledge specifically in Mathematics and Spelling, so that they can plan and provide learning tasks that engage and challenge all students.

For Mathematics, there was a particular focus on improving teaching methods through professional learning. These sessions were led by members of the Leadership team as well as outside experts and occurred on multiple occasions each term. Specific focus was on higher ability pedagogy, differentiation strategies and quality task design.

Numeracy Collaborative Analysis of Student Learning (CASL) meetings were held regularly to identify individualised student needs and specific strategies.

There was also a focused use of Numeracy Progression to improve clarity about what students need to learn, as well as to inform specific skills and content to be taught. Progression was also used to track student growth and identify individual student needs.

For our Literacy focus on Spelling, professional learning focused on building teachers' understanding of highly effective teaching strategies for Spelling.

The use of Literacy Progression was used to improve clarity about what students need to learn, as well as to inform specific skills and content to be taught. Progression was also used to track student growth and identify individual student needs (creating texts, phonemic awareness, phonic knowledge and word recognition).

Literacy CASL meetings were held to identify individualised student needs and identify specific strategies.

In Mathematics the Extending Mathematical Understanding (EMU) approach has continued to provide a baseline for early numeracy intervention and teacher instruction. The specific intervention groups for targeted students in Year 1 has continued this year. Additional learning interventions provided by specialist teachers for students in Years 2, 3 and 5 has

also been facilitated weekly each term. Weekly Mathematics extension and enrichment has also been provided to targeted students across Kindergarten to Year Six.

One exciting celebration in learning gain for all students this year has been the annual Progressive Achievement Tests (PAT) results. This year all cohorts in Years 1 to 6 have seen a significant portion of students demonstrate above expected growth in Mathematics. In addition, a significant amount of students have demonstrated measurable growth. This is a reflection of the PL that occurred earlier in the year that focused on the analysis of previous data and individual point of need.

Student Performance in Tests and Examinations

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 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|--------------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 41% | 59% | 8% | 10% |
| | Reading | 49% | 54% | 10% | 10% |
| | Writing | 50% | 55% | 8% | 5% |
| | Spelling | 31% | 52% | 18% | 11% |
| | Numeracy | 41% | 42% | 10% | 11% |
| NAPLAN RESULTS 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 25% | 37% | 13% | 17% |
| | Reading | 35% | 38% | 15% | 12% |
| | Writing | 18% | 19% | 25% | 18% |
| | Spelling | 18% | 38% | 25% | 13% |
| | Numeracy | 19% | 32% | 12% | 14% |

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 pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

The Wellbeing team continues to meet every three weeks to review current needs within the school. Student welfare data is reviewed during these meetings and informs future planning.

ROSELLA (Respect Others, Self and Environment, Love, Learn, Achieve) Rules were introduced and promoted in 2019 to replace the previous ROSE rules. The new rules were implemented to engage students and renew enthusiasm for our school rules.

The School ROSELLA rules (Respect, Others, Self and the Environment) continue to be communicated to students to promote positive behaviour for learning. The rules are displayed around the School for teachers and students to refer to as a key reference point.

Students have continued to be acknowledged with ROSELLA awards, Assistant Principal awards and Principal awards.

Teachers, parents and students continue to collaborate to review our school behaviour policy annually. A link to the Behaviour Support guidelines is provided on our school website. The new ROSELLA Rules were introduced to our school community via the school website, email and Facebook. We have used our communication focus - the School newsletter, to provide information to promote and encourage a shared understanding of the behaviour guidelines and the new ROSELLA rules. ROSELLA Week was held to launch our new and refreshed school rules and students completed various activities related to both PBL and Rosellas (e.g. Information Reports, artworks etc).

There has been a continued use of the STAR/BEST strategy to support students to deepen their ability to face social situations when challenged and to build upon their resilience.

Teachers have used their mindfulness training to provide students with opportunities to practise mindfulness, during our Examen time, each day after recess. This has continued to result in students being calmer and more focused on their learning during the middle block of the school day.

“Rosie’ the Rosella was introduced and used on new stickers to support the ROSELLA rules. Large ‘ROSIE’ stickers can be awarded to a whole class to acknowledge their class following the rules. When a class has received 10 stickers their behaviour is acknowledged by an agreed class reward. This has continued to result in students working together and supporting each other to follow our school rules and work towards a common goal. Small Rosie stickers are used in K-3 for individualised acknowledgement of positive behaviour.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The three-year Mission Goal continued with the 2019 focus being on students expressing a greater knowledge and understanding of the relationship between the messages from scripture and everyday living. The success of this year's focus was demonstrated through students being able to express their deep understanding of the School's Student Commitment Statement and how this is lived out in their lives as measured through assessment tasks and surveys.

The school's focus this year in relation to Teaching and Learning was to ensure students demonstrate growth in Mathematics and Spelling measured against formal and informal assessment tasks. The success of this focus was measured through the number of students who achieved at their year level (or above) as measured against Numeracy progressions. In addition, all students on Individual Learning Plans (ILPs) demonstrated growth commensurate with that documented in their plan. The school's Spelling and Writing focus was revisited during 2018 -2019 to highlight that the tracking of student growth aligned to appropriate knowledge and skills for each year group.

The Pastoral Care focus in 2019 was for students to show deepened knowledge and understanding of revised behaviour management structures. The success of this year's was displayed through the achievement of having the students in the Kinder 2016 (Year 3) cohort in the red zone of the SEL continuum decrease by 5%.

Priority Key Improvements for Next Year

The school's key Teaching and Learning goal for 2020 will be to enable students to develop the confidence and skills to take responsibility for their learning. The school has set targets to demonstrate achievement of the goal and the targets for next year is that an average of

65% of students across the school will report that they have achieved their learning goal in English and/or Mathematics prior to semester reporting time.

The key goal for Pastoral Care and Wellbeing is to enable students to develop the confidence and skills to take responsibility for their wellbeing. The targets to identify success is that students will improve by an average of 0.8 SEL points for the identified Core Competency at the end of the year and that 80% of students identified as a 3 by the teacher for the identified Core Competency in the 2019 mapping will improve by 1 point by the end of 2020.

The key Mission goal is to enable students to develop the confidence and skills to take responsibility for their faith development. The targets set for 2020 are that greater numbers of students taking on a leadership role in the development and celebration of class and school liturgies and that students identified as Emerging (baseline data) will move at least one level using the New Pedagogies for Deep Learning (NPDL) Citizenship progression.

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

According to Parents, the areas of school creating significant satisfaction are as follows:

- Parent Engagement
- Values and Culture
- School Communication
- Leadership and Direction
- Student Engagement

Student satisfaction

The 5 highest performing areas across the school, according to Students, are as follows:

- Leadership and Direction
- Values and Culture
- Resources and Facilities
- School Communication
- Teaching

Teacher satisfaction

The 5 highest performing areas according to Staff, are as follows:

- Staff Engagement
- Teamwork
- School Leadership
- Organisation
- Procedures

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019 | |
|--|------------------|
| Commonwealth Recurrent Grants ¹ | \$4200820 |
| Government Capital Grants ² | \$740902 |
| State Recurrent Grants ³ | \$1342726 |
| Fees and Private Income ⁴ | \$1032064 |
| Interest Subsidy Grants | \$42186 |
| Other Capital Income ⁵ | \$194452 |
| Total Income | \$7553150 |

| Recurrent and Capital Expenditure 2019 | |
|---|------------------|
| Capital Expenditure ⁶ | \$457315 |
| Salaries and Related Expenses ⁷ | \$5516804 |
| Non-Salary Expenses ⁸ | \$1249403 |
| Total Expenditure | \$7223522 |

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 2019 REPORT