



# 2018

**ANNUAL SCHOOL REPORT**

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## Holy Cross Primary School, GLENDALE

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## About the Annual School Report

Holy Cross Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

All members of Holy Cross Catholic School are proud of our community. School numbers continue to grow with strong numbers in our Kindergarten enrolments. Central to all decisions made at the school are the teachings of Jesus. This is realised through daily prayer, meditation, and opportunities for staff and students to recognise and develop their spirituality. We regularly hold liturgical celebrations that provide the children with a lived experience of the catholic faith. We also embed the *Making Jesus Real* philosophy in everything we do and in all the decisions we make.

During 2018, Holy Cross continued to provide opportunities for both students and teachers to build their capacity and to embrace the philosophy that everyone's learning is lifelong. It was a wonderful year of achievements and growth. 2018 saw the continuation of Professional Practice and Development (PP&D) whereby staff, in collaboration with school executive, continued with the process of setting goals around enhancing their teaching practice.

There were a number of highlights during the school year at Holy Cross Catholic School, Glendale, including:

- Embedding the *Making Jesus Real* philosophy within the life of the school through ongoing education and links to the Diocesan K-12 Religious Education Syllabus.
- Exploration and development of student and staff spiritual formation through prayer, self-reflection and meditation.
- Plans were developed for an Outdoor Early Learning Space including sensory installations. This will be completed in 2019.
- The development of a visual arts area for class lessons.
- The development of the Play Space, based on the Early Years Learning Framework, encouraging play, use of imagination, the environment and positive social skills in a motivating environment.
- Playgroup continued – with special thanks to Christine Sakey and Kira Rook for their hard work and dedication.
- All children attended a live theatre production at the Civic Theatre. A new experience for many children. K-2 were entertained by "Josephine Loves to dance" and Years 3-6 were in awe of students from across our Diocese perform in the ASPIRE production, "Dark Matters"
- Children from Years 1 to 6 participated in public speaking.

During 2018 the Staff Team have developed new goals to further refine and enhance learning outcomes for all children.

### Parent Body

The Parents and Friends Association had some changes of executives in 2018. This year saw an enthusiasm permeate the P&F and the school community. The committee had a goal to try new things and be open to new ideas while building a stronger sense of community and to raise money to provide resources that would benefit the children.

The P&F coordinated many fantastic fundraising events which were supported wholeheartedly by the community. These included:

- Easter raffle
- Colour Run
- Chocolate Drive
- Mother's Day and Father's Day stalls

- Shopping bus trip to Sydney
- Selling of Father's Day cards at Bunnings
- Bunnings BBQ
- Mother's Day Raffle
- Father's Day Raffle
- Raffle at the Annual school concert
- Two discos
- Christmas Raffle
- Christmas BBQ dinner

The funds raised at these events enabled the P&F to donate money to the school for the following purchases:

- Sporting equipment
- New books for the library
- Resources for students with additional needs (fidget stools and sensory resources)
  
- Financial assistance for Breakfast club
- Creative Arts resources
- New Maths Resources
- New Science Resources
- Initialit to be continued to be implemented throughout the infant classrooms to support literacy
- Major donation to schools new Outdoor Learning Space

It is envisaged the support evident in 2018 will continue. We look forward to seeing our new Outdoor Learning Space developed and will continue to look for other ways to enhance the learning environment for our children

## Student Body

At Holy Cross Glendale the whole of Year 6 are seen as student leaders.

We believe giving leadership roles to every student develops responsibility and leadership traits in all the students.

A roster across the year ensures the Fortnightly assembly is conducted by all students, the thanking of visiting guests, organisation of special days throughout the year, and other leadership roles are shared equally.

It has been communicated that Holy Cross students find the transition to High School smooth because they have been exposed to so much as leaders in the primary school setting and easily adapt to change due to the responsibilities given at Holy Cross.

## SCHOOL FEATURES

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### History of the school

Holy Cross Primary School, Glendale is a school of around 136 students and is part of the Sugarloaf Parish. The school was opened 59 years ago by the Sisters of Mercy. The spirit of the Sisters of Mercy is still evident in the school's commitment to justice for all people. As already mentioned, Holy Cross has experienced substantial growth in recent years. Holy Cross School is a rich community, very much a family school that provides its students with a supportive and high quality learning environment.

### Location/Drawing Area

Holy Cross Primary School, Glendale is situated on Lake Road Glendale. Glendale is a suburb of Lake Macquarie and is located at the northern end of Lake Macquarie. Holy Cross School is one of eleven primary schools in the Lakes Region. Holy Cross Primary is a feeder school for St Paul's College, Booragul.

Holy Cross enrolments draw upon the following areas; Glendale, Cameron Park, Elermore Vale, Speers Point, Edgeworth, Wallsend, West Wallsend, Argenton, Cardiff, Macquarie Hills, Toronto, Fletcher & Barnsley.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

Holy Cross Catholic Primary School strives to educate its students based on a vision of the human spirit and what will enable each person to achieve their full potential. We believe that education is a quest for ultimate meaning and fulfilment. With this in mind Holy Cross aims to provide opportunities for students, staff and families to experience an encounter with Jesus. A lived experience that permeates through the relationships we have with one another. Holy Cross Catholic Primary School has developed a range of experiences and ways for the community to 'live' a spiritual life. These include: a rich prayer life, imaginative and symbolic liturgy, our Making Jesus Real philosophy and Social Justice action.

### Family, Parish and Diocesan evangelising and catechesis

Holy Cross Catholic School is part of the Parish of Sugarloaf. As a school we attend the Thursday morning Parish Mass. It is an opportunity to join together for Eucharistic celebrations; school, parents and parish. Students are involved in singing and reading at Mass. Our commitment to support parish Eucharistic celebrations is also evident by our involvement in the Sacramental programs throughout the year; weekend Masses e.g. Kindergarten Welcome Mass as well as our support of four Parish family Masses per year. The Mini Vinnies team of students makes connections with the St Vincent De Paul members of the parish and groups of Mini Vinnies students visit local nursing homes and charitable groups in the community throughout the year. Holy Cross students are also present and participate in Diocesan masses for CSW and CARITAS.

### Christian Discipleship

As a Catholic School we focus on faith formation. Our Year 5 students participated in the regional leadership day. A staff retreat was held, focusing on rich and varied prayer. Staff experienced the many ways we can have a relationship with God through prayer. Some of which was scripture based, some symbolic, some more meditative. Our Year 6 students took on the role of enhancing the MJR message through a Year 6 Leadership retreat based on MJR. The Year 6 also lead assemblies and parent information sessions at Kindergarten Orientation. The Mini Vinnies are also active and encourage community support through winter donation appeals and food hampers, in addition to Christmas hampers and others that help out those less fortunate than ourselves.

### Religious Education and Curriculum

The Maitland-Newcastle Religious Education Syllabus forms the basis of our formal teaching. Monitoring of timetabling and frequent RE staff meetings to inform programs take place once a term and many seasonal liturgical events are highlighted throughout the year using the creativity of our students and staff to deliver the Scripture, doctrine and history to the whole school community. Praying and meditating each day has been the cornerstone of our spiritual and faith formation. Prayer spaces in the classrooms display the liturgical seasons.

### Initiatives Promoting Respect and Responsibility

The Making Jesus Real philosophy is at the heart of all interactions and relationships at Holy Cross. MJR underpins our schools welfare and behaviour policy and procedures. The recognition of students in 'God Moments' with MJR stickers and fortnightly recognition at assembly with the MJR star board, promotes the Gospel values in the way we greet, speak and treat each other.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
24	24	10

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	22
Year 1	22
Year 2	27
Year 3	12
Year 4	24
Year 5	13
Year 6	16
Total	136

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95	95	95	98	96	97	98	97

### 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. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, 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 nonattendance 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 officers 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 Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The Staff of Holy Cross School work continuously to ensure that the welfare of our students is a priority in the daily working of the school. Our 'Stay Alert' recording system ensures that we are able to quickly recognise behaviour that may need a particular response to ensure that we are able to assist the child who may need assistance with behaviour or who may be experiencing some underlying issue that is causing certain behaviour. Teachers are kept up to date with current cases of children being assisted to this end. Time is allocated at staff meetings to debrief staff on such cases. Our school counsellor works with children who are in need of support and guidance.

### Discipline Policy

Holy Cross School follows positive actions to encourage appropriate behaviour and self regulation by students. The school adopted the Zones of Regulation across the school in 2017. This continues to be implemented. The necessity for students to be able to recognise their many and varied emotions, and to have the ability to select and use appropriate tools to regulate their behaviour, is seen as a priority for all staff and students.

The Holy Cross Pastoral Care & Discipline Policy was reviewed and updated to reflect the Diocesan Pastoral Care & Well-being Policy. The new policy, was distributed as a draft to parents in Term 4 2018. Sections of the document will be trialled during 2019 and evaluated. This document reflects a positive and realistic approach to building relationships across the school, understanding and developing positive behaviours and evidence-based research and interventions.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Holy Cross Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

# School Improvement

## School Improvement Plan

A summation of the School Improvement plan 2018 is:

- Use NAPLAN result analysis to target areas requiring attention in numeracy and literacy in order to refine the current professional development model to be more responsive to identified needs at Holy Cross.
- Teaching staff to participate in staff development to support professional growth, self-reflection and a change in pedagogy to reflect contemporary, evidence-based practice.
- Continue to explore and provide opportunities for increased knowledge and understanding of Early Learning and the Early Years Learning Framework, and implications for Holy Cross.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Use of NAPLAN result analysis to target areas requiring attention in numeracy and literacy.</p> <p><i>As a staff, using NAPLAN data and its analysis, a school goal was formed in relation to numeracy and improving student achievement in problem solving.</i></p> <p><i>From the explicit school goal, stage goals were generated and stage teachers worked collaboratively to develop quality learning activities for students. In consultation with stages, the Leading Teacher (SAP) supported the professional learning of teachers across the school to make informed changes to their classroom practice based on a clear analysis of data obtained through NAPLAN, class tasks and activities, standardised testing, including PAT and additional diagnostic testing and analysis as required.</i></p>	<p>An area of focus for 2019 will be use of ACARA Literacy and Numeracy Progressions, NAPLAN and school based assessment data to guide class teachers in targeting teaching for all students at all achievement levels. The use of this data will inform teaching focus for 2019.</p>

<p>Teaching staff participated in staff development to support professional growth, self-reflection and a change in pedagogy to reflect contemporary, evidence-based practice.</p> <p><i>Professional Meetings were conducted weekly with clear agendas &amp; agreed practices, inclusive of rich, collaborative discussion, professional presentations and focused professional development and learning. Evidence-based practice and the National School Improvement Tool (NSIT) was utilised to determine areas of strength and weakness. An increased focus on the strategic use of a broad range of data was used to provide the springboard for collaborative discussions and decision-making.</i></p>	<p>A focus area will be the construction of the outdoor early learning space utilising the tract of land beside the Infants classrooms. Tenders will be called early in Term 1 2019. The support of our Parents and Friends association has made this possible.</p>
<p>Catholic Formation and Spirituality was a focus area. During 2018 we:</p> <ul style="list-style-type: none"> <li>■ Developed a revised pastoral care procedures, reflecting the MJR philosophy and CSO Pastoral Care &amp; Wellbeing Policy</li> <li>■ Continued to embed the 'Making Jesus Real' philosophy throughout the school community through ongoing professional support, reflection and collaboration.</li> <li>■ Continued to develop spiritual growth across the school community through retreat experiences, immersions and a more consistent approach meditation and self-reflection for students and staff.</li> </ul>	<p>The review of schoolwide assessment schedule. We will tap in to the the Diocesan Assessment schedule due to be published in 2019.</p>

## Academic Achievements

As part of our school motto, Holy Cross School 'Dares to walk with Jesus'. This statement drives our expectations set for our students. We believe all students deserve to achieve at their individual capability. This goal sets us a challenge then to meet the needs of not only those students who experience difficulty in learning, but also those students who are able to achieve at a high level.

## Cultural achievements

The Performing Arts are an important part of the culture of Holy Cross School. This year saw a continuation of our annual performing arts concert entitled "Finding the Good".The performance was written exclusively by Holy Cross students in partnership with Ms Anna Kerrigan, musical director of the Maitland-Newcastle Diocesan ASPIRE production. The musical integrated the areas of the Creative Arts Syllabus through development in Dance, Music and Drama. Anna Kerrigan, Artistic Director for the CSO, incorporating the annual diocesan ASPIRE production, provides class-based learning opportunities, ongoing professional support and development of students and staff.

All children from K-6 attended a live theatre performance which was a new experience for many. K-2 attended the performance of "Josephine Loves to Dance' whilst Years 3-6 attended the ASPIRE production

of "Dark Matter" at the Civic Theatre, in Newcastle.

## Sporting achievements

Holy Cross School continues to participate in a number of sporting events throughout the year. These include the school athletics carnival, swimming carnival and cross- country event. Our school selects teams to compete at Regional level with students having the opportunity to progress to Diocesan level and state level.

This year the school continued to implement the Fundamental Movement Skills program. This provided a great opportunity for students to develop their skills in an engaged and motivating manner. It also provided education for staff and parents about the importance of developing skills in a developmentally appropriate and sequential manner, in order to promote success in minor and major games.

Additional opportunities for engaging in sport beyond the school were provided through gala days including soccer and netball.

## Student Achievements

### Performance in National Testing

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.00%	75.70%	0.00%	0.00%
	Writing	80.00%	71.70%	0.00%	0.00%
	Spelling	90.00%	69.60%	0.00%	0.00%
	Grammar	70.00%	73.10%	10.00%	11.30%
	Numeracy	100.00%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	92.90%	65.50%	0.00%	0.00%
	Writing	35.70%	43.70%	7.10%	23.40%
	Spelling	64.30%	63.90%	7.10%	13.50%
	Grammar	100.00%	64.40%	0.00%	0.00%
	Numeracy	64.30%	57.50%	0.00%	0.00%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	14
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	14
Total non-teaching staff	9
Grand total	24
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

100%

### Professional Learning Undertaken

Throughout 2018, staff participated in a range of professional development opportunities.

Professional meetings, held every week, supported the development of sound planning, programming, assessing and reporting, especially in the key areas of ????? Professional Learning Teams developed in 2017 continued to meet regularly to collaboratively discuss, plan and support the teaching and learning needs of all students.

The National School Improvement Tool (NSIT) continued to provide a means by which the staff could review data from across domains and use it effectively to strategically plan for 2019.

A recognition of the need to enhance an understanding of data analysis and differentiation guided the development of school priorities during 2018 and for 2019.

The Leading Teacher SAP (State Action Plan) worked collaboratively with teachers throughout the year to develop a greater understanding of the literacy continuum and the use of data to inform the placement of students along the structure. Professional support was provided to support the implementation of an evidence-based literacy block using both explicit, guided and independent tasks.

Scope and sequences were developed and adopted in ??????Maths, Science and the Creative Arts which guided a thorough implementation of curriculum requirements.

Professional learning was also undertaken by staff in gifted education and early learning.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

There is a high level of community satisfaction at Holy Cross. Retention of both students and staff is an indication that the school is a place children, staff and parents enjoy being. Community events such as our annual school concert, twilight athletics carnival, Colour Run and Christmas concert are well attended and supported by the parent community. The P&F Association re-formed for the first time in many years and was responsible for initiating sound fundraising and extra-curricula events. Enrolments across the school continued to grow, indicative of the esteem with which the school is regarded in the local community.

### Student Satisfaction

Children speak of their school as a safe place to learn and where teachers care for them and support them in their learning. The following comments are attributed to our senior students when asked of their views of Holy Cross Catholic School Glendale;

- Everyone treats each other with respect.
- Everyone encourages each other.
- Teachers understand us.
- We treat each other the way we always like to be treated.
- It is a fair school.
- We feel safe, secure and loved.
- There is friendliness all around.
- Holy Cross is a very welcoming school.
- We can talk about our concerns and be helped and guided.
- It is about learning and having fun here, not judging.
- We are a very giving school community.
- School leaders are a great example.
- We represent the school well when on excursions.
- We are like a family here.
- We wear our uniform with pride.
- We look out for our friends.
- We have lots of opportunities to shine.
- We have lots of groups to be involved in like mini-Vinnies and choir.

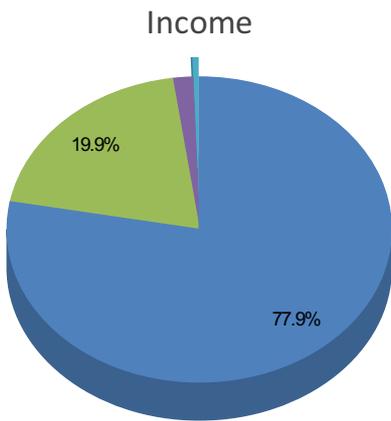
It is a loving community and our parent helpers are great

### Staff Satisfaction

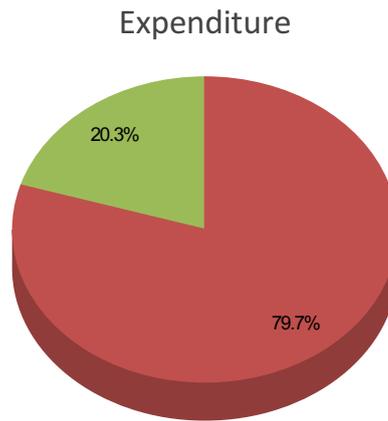
Staff at Holy Cross present as a collegial and professional group of educators. Some of the highlights of the school as expressed by staff include:

- The development of MJR enhances Christian values and a continued focus on the life and teachings of Jesus
- Contemporary learning environment meeting the needs of all students
- Data driven agenda to meet the learning needs of students
- Caring community

- Great team work, support and collaboration amongst staff
- Excellent relationship with parish
- Quality of the buildings and grounds
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- Commonwealth Recurrent Grants (77.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (1.7%)
- Other Capital Income (0.6%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (79.7%)
- Non-Salary Expenses (20.3%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,781,505
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$454,076
Fees and Private Income <sup>4</sup>	\$38,791
Other Capital Income <sup>5</sup>	\$12,602
<b>Total Income</b>	<b>\$2,286,974</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$157
Salaries and Related Expenses <sup>7</sup>	\$1,778,197
Non-Salary Expenses <sup>8</sup>	\$453,068
<b>Total Expenditure</b>	<b>\$2,231,265</b>

### 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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Holy Cross Primary School**

**GLENDALE**

**Phone: 4954 8471**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>