



2018

ANNUAL SCHOOL REPORT

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St Brigid's Primary School,
RAYMOND TERRACE

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About the Annual School Report

St Brigid's 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

Principal's Message

It is with pleasure I present 2018 Annual Report for St Brigid's Parish School, Raymond Terrace. This report is an overview of the achievements and activities during the past year.

St Brigid's Parish School has a proud history of educational continuity and tradition, serving the community of Raymond Terrace and beyond since 1850. The school is housed on a site mixed with heritage listed and modern buildings. These buildings are surrounded by a garden setting.

St Brigid's Parish School is a Catholic co-educational Year K-6 systemic school in the Diocese of Maitland-Newcastle. Our Catholic identity is the foundation of all we aim to achieve. At St Brigid's we try to nurture every child towards achieving their full potential, recognising that education is a life-long process. This is spelt out in our Vision Statement.

During 2018 the culture of St Brigid's Parish School continued to evolve. The partnership between home and school was healthy and very visible. The attitude of students to 'do our best' was evident in all aspects of school life. These attitudes and desire to do well have contributed greatly to St Brigid's excellent reputation in the Port Stephens community.

Throughout 2018 St Brigid's Parish School has had close and frequent ties with the local parish. This relationship through liturgies and assemblies acknowledge this positive partnership.

The parent body, particularly the P&F Association, continued to support St Brigid's. Their support made educational projects a reality.

The staff of St Brigid's were again the driving force behind the excellence and improvements this year. Their passion and commitment to Catholic education at St Brigid's is very noticeable and appreciated.

This document is a summary of a self-evaluation of St Brigid's for 2018.

Parent Body

P&F President's Report 2018

In 2018 I was fortunate enough to serve as the President on the P & F once again with an amazing committee of Melinda Martin, Anna Hughes, Brooke Smith, Tash Smith, Coralie Kirk, Elisha Ward, Skye Dendle, Susan Hayne, Kristel Wallis, Laura Ogilvie and Susan McCarthy. We were further joined by a sub-committee chaired by Kristen Jones for our Spring Fair that only occurs once every three years.

This year was especially exciting due to the Spring Fair. There were countless volunteers who gave up many, many hours to ensure the success of the Fair. Hard work and laughter paid off with the Fair attracting more visitors to our school and raising a record amount of money. Kristen Jones is an invaluable member of our school community and I know all staff, parents and carers are appreciative of her time, effort and flair she puts into making all events a success.

Despite all efforts being focused on the Spring Fair, our volunteers also made time for Grandparents Day, Mother's Day stall, Father's Day stall, the Easter raffle and Christmas raffle.

The parent body, as always, is especially appreciative of our Principal David Palmer. Mr Palmer is not only passionate about St Brigid's but cares deeply for all students and it is reflected in the way the school runs and the true community feel that resonates at St Brigid's. He is especially supportive of parents and carers and ensures that each child at the school reaches their full potential.

Sadly, I will no longer serve as President of this remarkable group of volunteers next year, however I am confident that the committee will continue to grow and support the school.

Vannessa Tasker

P & F President

Student Body

The school parliament consists of twelve (12) Year 6 children who have an individual focus around St Brigid's. The areas of focus are Technology, Environment, Sport, Health and Welfare, Fundraising and Entertainment, and Communication. The school parliament, supported each other as well as other Year 6 students, carried out various civic responsibilities such as conducting assemblies, supervising creative play space, attending official functions and welcoming visitors.

The school parliament of St Brigid's supports the Principal and teachers providing a link between the staff and students, and setting a good example.

SCHOOL FEATURES

History of the school

The first Catholic school was built in Raymond Terrace in 1850. In 1890 St Brigid's was then established and administered by the Singleton Sisters of Mercy. Since that time extensions to the building site took place in 1920 and then a major building development of five classrooms occurred in the 1950's.

During the 1990's the school was further developed and expanded due to the demand in the area for Catholic education. During 2010 the relocation of classes from the hall side to the church side was completed. The new hall was completed early 2011.

The foundation stones of the first Catholic school are preserved in a wall in the current school library.

Location/Drawing Area

St Brigid's is a co-educational K-6 Systemic Primary School in the Diocese of Maitland-Newcastle. We service the community of Raymond Terrace and Port Stephens. The school is housed in a garden setting with many open playgrounds. The buildings are a mixture of heritage listed and modern designs.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Brigid's School was founded by the Sisters of Mercy. Their faithful commitment to Catholic Education in Raymond Terrace and its surrounds has provided us with the rich heritage of which we are very proud. Even though the demographic of the school population has changed much over the years, grandchildren and great grandchildren of our pioneering families are attending St Brigid's today. The stained glass window from the former convent chapel has pride of place in the new school hall. Being Catholic in St Brigid's School means inspiring each other to the fullness that comes from recognising the wonder and joy of God's world in each other and creation.

Family, Parish and Diocesan evangelising and catechesis

St Brigid's has continued to have a rich liturgical life. The school year began with our opening school liturgy. New students, parliamentarians, staff and parents were welcomed and blessed for the journey throughout the year. Our school theme for 2018 was Let Your Colours Shine.

This year Bernadette Gibson led the staff retreat day. Focus was on Celtic Spirituality.

The school celebrated as a faith community, and these celebrations included the Opening School Liturgy, Ash Wednesday, Lent, Harmony Day, Holy Week, Easter, St Mary MacKillop, Catholic Schools Week, Mission Week, Year 6 Farewell, and the Closing School Liturgy.

Our ANZAC Day Liturgy has particular meaning as some of our parents at our school are involved in active military services overseas. Once again, this year the school wore the poppies knitted by our grandparents and friends.

Our Principal, David Palmer attended the McCuley Pilgrimage. He continues to share his experiences with staff and students.

Christian Discipleship

Representatives from Year 6 attended the Diocesan Mission Mass and Catholic Schools Week Mass. The Vision Song has been used in our liturgical celebrations.

Students in Year 4 to 6 attended Friday morning Mass with the parish on a regular basis. Parents were encouraged to join their children for class Masses and the Liturgy of the Word throughout the year.

One way to achieve our goal of strengthening school, parish and community links with parents is through the promotion and encouragement of greater participation at school liturgical celebrations.

Throughout the year parents were encouraged to join their children for class Masses and the Liturgy of the Word.

During 2018, St Brigid's School continued to strengthen our links with the St Brigid's Parish by being involved in weekend liturgies. Each grade help coordinate a Sunday liturgy. These liturgies allow for families from the school to celebrate with the wider parish community. The REC is a member of the Sacramental team.

Religious Education and Curriculum

Religion is taught daily through a wide variety of strategies such as dance, drama, research group work (incorporating information technology), art and music. Teaching and learning in Religious Education at our school follows the Diocesan Guidelines. The teaching programs are based on the Diocesan Units of Work. Consistent with other subjects within the curriculum, the program is outcomes-based and seeks to ensure a breadth and depth of content from Kindergarten to Year 6. All grades are now working on the new RE units.

The Year 5 students were involved in a leadership day. This day involved the training for the Mighty Mate Program.

We also hosted the Regional Leadership day and it was a success. We have been asked to host it again

next year.

Year 6 students participated in the Religious Literacy Test. Results show an improvement from 2017.

The weekly staff prayer reflection held each Friday morning, allowed for group prayer and discussion.

Initiatives Promoting Respect and Responsibility

Raising the awareness of the needs of others is an important aspect of our response to the Gospel. Social justice perspectives are developed through:

- Project Compassion
- St Vincent de Paul Gifting Mass
- St Vincent de Paul Competition
- International Children's Day Concert/Mission Day
- Participation in 'You Can Do It' Program
- Mighty Mates Programme
- Catholic Mission Partners
- School support of school in East Timor through Mercy Works
- Mini Vinnies

The 'Seasons for Growth' program was once again conducted successfully by a team of staff members. The aim of this program is to give children a chance to understand their grief, which might be a result of the loss of a family member through death, divorce, or separation.

This year the Mini Vinnies program was introduced at St. Brigid's under the leadership of Mrs Loretta Heffernan - Myall Diocesan Coordinator. Mrs Heffernan is supported by the REC. The Pastoral Care worker, Mrs Melissa Fogarty, supports Mrs Heffernan.

This year the school choir and the Mini Vinnies team presented a concert of carols at Opal, our local aged care facility.

Student Profile

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

LBOTE*	SWD*	Indigenous
43	31	41

*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	56
Year 1	56
Year 2	58
Year 3	65
Year 4	54
Year 5	68
Year 6	49
Total	406

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	94	94	93	93	92	93	93

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

Student Welfare Policy

Our approach at St Brigid's is basically to be proactive rather than reactive. We base our policies and procedures around Restorative Justice which focuses on 'Rights, Rules, Responsibilities and Routines'. The children in each grade develop their own rules and responsibilities from these. As well, we have the 'You Can Do It' programme with the key concepts of confidence, communication, getting along, and persistence reinforced. We also have various awards, reward days and stickers to help motivate the children each day. The underlying concept to all these programmes is building resilience in the child.

Discipline Policy

During 2018 the 'Warning Slip' programme was continued and revised. This programme directly impacts on negative behaviour. Fundamentally, it is to track the behaviour of children both frequency and specific area of concern. If a child receives 2/3 warning slips, parents are contacted. If a child receives 5 warning slips, they are placed on a Level 2 contract which monitors the child over one week. We also have a Level 3 contract for more serious incidences.

At St Brigid's, we hope the discipline fostered at this school is an extension of what is expected at home, and we encourage our parents to support it. Parents are welcome to view our discipline policies in the school library and obtain copies from the administration office.

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. *St Brigid's 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

The 2018 School Improvement Plan focused on the following areas:

- Improved student achievement in literacy and numeracy as part of the State Action Plan (SAP), with a focus on Writing and providing quality differentiation in Mathematics.
- Continue to support teacher collaboration with a focus on using student data to improve outcomes, particularly in Writing and Mathematics.
- Review, modify and implement effective intervention strategies for students as required in literacy and numeracy.
- Teacher goals for 'Professional Practice and Development' linked to SAP and SIP objectives.
- Provide whole school support structures for student wellbeing and pastoral care
- Add to creative play spaces in the playground.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Improved student achievement in Writing and Mathematics.</p> <ul style="list-style-type: none"> ■ Student Improvement has been supported by teacher collaboration, with a focus on using data to provide quality teaching programs and effective and timely interventions. Trends in NAPLAN results over the last three years indicate increased percentages of students in top two bands and a decrease in the percentage of students in the bottom two bands for Years 3 and 5. ■ Teachers have become proficient in using a range of data to analyse and plan for improved student outcomes. This includes the new Learning Progressions, Revised Best Start, and Plan2 tool. 	<p>During 2019 St. Brigid's will continue to target improvement in Writing, with a focus on Spelling, through collaborative planning and professional development days, reviewing agreed practices and planning for effective strategies.</p> <p>Professional development opportunities will support implementation of effective curriculum adjustments to support student achievement, with a particular focus on Mathematics.</p> <p>Year 3 to incorporate use of Learning Progressions for 2019.</p>
<p>Planning for the future growth of St. Brigid's</p> <ul style="list-style-type: none"> ■ Improvement of garden and playground areas e.g. garden play areas, fairy garden, construction for creative play area on Infants Playground <p>Early Learning: Incorporating play based pedagogy in Kindergarten in Literacy.</p>	<p>Training and use in MNSIS: Compass</p> <p>Early Learning: Incorporate play-based pedagogy in Mathematics in Kindergarten.</p>
<p>Student support mechanisms that promote wellbeing and mental health.</p> <ul style="list-style-type: none"> ■ Use of Kids Matter framework ■ Teacher Learning Team to support academic, emotional and social needs of students. ■ Pastoral Care Worker and 'Reading with Ruby' program supporting students with emotional needs. ■ Meditation and Mindfulness 	<p>Review functionality of Library spaces</p> <p>Revitalise the Creative play area on the Sandpit Playground with a range of high interest equipment to support social skills development.</p> <p>Review Intervention practices and programs.</p>

Academic Achievements

St Brigid's continues to focus on student achievement in Literacy and Numeracy. Being a part of the State Action Plan during 2018 enabled a Leading Teacher to work in classrooms to support learning in Literacy and Numeracy, with a focus on delivering timely and effective interventions while enhancing teacher quality and supporting student growth.

St. Brigid's also actively encourages student participation in educational competitions such as International Competitions and Assessments for Schools and the Newcastle Permanent Mathematics Competition. Merit, Credit and Distinction awards were received by a number of students for these competitions.

Students participate in Diocesan and Lion's Club Public Speaking Competition. During 2018, three students achieved a place at the Regional Public Speaking to participate in the Diocesan Public Speaking final, with one student placing third. Year 6 participate in Diocesan and Lion's Club Debating competitions. The team came runner up in the regional finals for debating.

Cultural achievements

Students in all grades have experienced a range of excursions and incursions throughout 2018. Stage 3 enjoyed overnight stays in Canberra, visiting Parliament House, the Australian War Memorial, Museums, CSIRO, National Gallery of Australia and more. Other grades experienced aspects of Sydney, Tocal, Newcastle Art Gallery, plays at Civic Theatre, and the Hunter Valley Zoo. Healthy Harold paid us a visit with the Hunter Life Van for grades K-6, as well as the Convict Show held in Term 2 for Year 4. These experiences enhanced student learning in a range of Key Learning Areas.

The Infants and Primary choirs performed at school events and liturgies throughout the year. They also participated in the local Christmas Carols night and visited Opal Aged Care to perform for residents.

Harmony Day was celebrated with a liturgy, special multicultural literacy and numeracy activities, as well as tasting of some international food.

ANZAC Day was commemorated with a liturgy involving local service men and women as well as dignitaries from the local area. Students followed the commemorative garden which led to our liturgy and wore hand knitted poppies made for us by parents and friends of St Brigid's

Sporting achievements

During 2018 St Brigid's participated in various sport competitions and knockouts. St Brigid's is proud of the varied opportunities it can provide the children. Our aim is to allow maximum participation, and combine this with good nutrition as a way of life.

The 'Before School' morning sport programme continued and was extended from traditional summer/winter sports to other movement disciplines.

St Brigid's had student representation at Regional, Diocesan and Polding levels in many sports.

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	76.60%	75.70%	6.30%	8.70%
	Writing	68.80%	71.70%	10.90%	10.00%
	Spelling	65.60%	69.60%	9.40%	12.50%
	Grammar	75.00%	73.10%	9.40%	11.30%
	Numeracy	73.80%	66.80%	6.20%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56.70%	65.50%	16.40%	12.80%
	Writing	28.40%	43.70%	34.30%	23.40%
	Spelling	62.70%	63.90%	14.90%	13.50%
	Grammar	56.70%	64.40%	23.90%	14.30%
	Numeracy	54.50%	57.50%	15.20%	14.10%

Staffing Profile

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.	27
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	27
Total non-teaching staff	16
Grand total	42
Percentage of teachers who are indigenous	0

Teacher Attendance

Teacher attendance was 95%

Teacher Retention

Teacher retention rate from 2017-2018 was 100%

Professional Learning Undertaken

During 2018 all staff had the opportunity to participate in Professional Development under the funding model of the Professional Practices and Development Programme. Funding from the Catholic Schools Office helped release staff to achieve whole school, team and individual goals to satisfy the Teacher Accreditation requirements. The staff did thorough planning as a whole school and stage groups, by regular collaboration to set goals for the year. These professional learnings undertaken are documented on each teachers Professional Practice and Development Action Plan.

Other areas undertaken were:

- Teacher Accreditation
- Child Protection
- National Schools Improvement Tool
- Early Learning
- STEM
- CPR/Emergency Care
- COSI validation
- National Consistent Collection of Data
- Teaching and Learning Expo

- Learning Progression
- SAP - State Action Plan
- Student Wellbeing - Zones of Regulation
- HSIE, Facilities, WHS
- Compass
- Celtic Spirituality
- Science & Technology Syllabus - Unit Writing
- ICT Sharepoint training
- Grievance training

Parent, Student and Teacher Satisfaction

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

The partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain good constructive relationships. Regular communication that is both formal and informal is encouraged. We see good schools creating common goals, home and school, for the children to aim for.

Throughout 2018 St Brigid's had numerous opportunities for parents to be involved in the life of the school.

St Brigid's has a wonderful name in Port Stephens. Many enrolments travel over 30 minutes to attend.

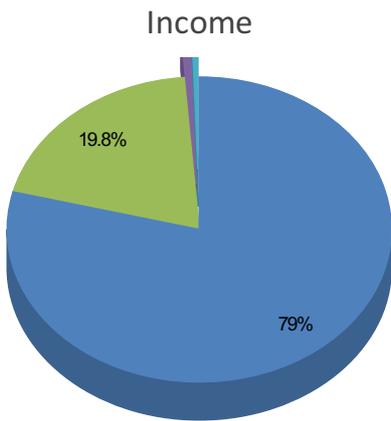
Student Satisfaction

St Brigid's is a happy place, where students are happy and feel safe. The caring, supportive nature of all staff is a feature.

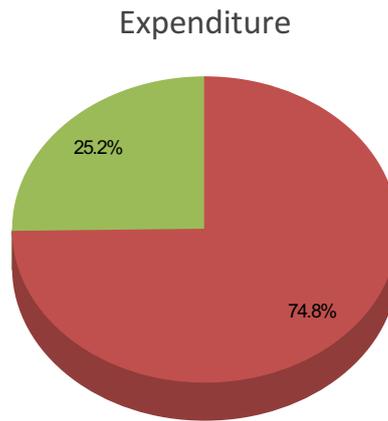
At St Brigid's we have a mindset among the staff "we treat the children as if they were our own".

Staff Satisfaction

St Brigid's has a quality, happy staff. Very few staff have transferred over the years due to the positive culture present. Staff feel they are supported and given many opportunities to develop their skills.



- Commonwealth Recurrent Grants (79%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (0.7%)
- Other Capital Income (0.6%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (74.8%)
- Non-Salary Expenses (25.2%)

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 ¹	\$4,199,779
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,052,006
Fees and Private Income ⁴	\$37,201
Other Capital Income ⁵	\$29,584
Total Income	\$5,335,956

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$469
Salaries and Related Expenses ⁷	\$3,892,588
Non-Salary Expenses ⁸	\$1,312,494
Total Expenditure	\$5,205,082

For the 2018 year the St Brigid's Primary School received \$17,386 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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

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:

St Brigid's Primary School

RAYMOND TERRACE

Phone: 4987 2625

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