

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Joseph's PS

49 Brown Street, DUNGOG 2420

Principal: Michael Maloney

Web: <http://www.dungog.catholic.edu.au>

About this report

St Joseph's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Welcome to the St Joseph's Dungog Annual Report for 2019. St Joseph's is a school built on the traditions of the founders, the Sisters of St Joseph. The school motto is embraced in the Christian values we aspire to in the life of the school- including our concern for each individual and our involvement in our local and wider community. The school has many key stakeholders including the students, parent body, staff, parish and members of the broader community- all working in partnership. Our school motto is "God is Love" and this is both a reminder and a challenge to us all. St Joseph's participates in the life of the local community and is also grateful for the tremendous support it receives from our local community and other agencies.

In 2019, the students were provided with the opportunity to participate in a variety of learning, sporting and cultural experiences and were involved in numerous activities at the local, regional and Diocesan levels.

A priority in 2019 was to improve on the quality of teaching and student learning in writing - with a particular focus on Spelling, Grammar and the Reading strands of the English syllabus. Staff took up the opportunity to attend a variety of PD days in various centres to develop their skills and transfer knowledge to the classroom setting.

The students were also provided with opportunities to attend a variety of cultural incursions in 2019. The parent body of St Joseph's was once again very generous in their support of the school. A significant development of early learning resources for our students was a priority in 2019 and included the purchasing of two outdoor learning spaces - for both set outdoor class activity and student recreation time.

I would like to thank all involved in the St Joseph's community in 2019 and look forward to the 2020 school year.

Parent Body Message

The school population increased in 2019 which allowed the school to individual or Stage classes from K-6. The P&F was deeply committed to the ongoing development of the needs of the students ie purchasing personal devices and software for use in each of the classrooms in IT. The executive was made up with a highly motivated and diverse group of parents and they raised much needed funding for the school. They also ran a successful School Canteen several days a week as well as the School Uniform shop.

The involvement of parents in school activities also include both parents and grandparents assisting with student reading and assistance with Library activities, visiting classrooms, Mass and liturgical celebrations and class assemblies. This allows them to get a greater insight into the work the students were completing in class.

Sport provided the opportunity for the parents and grandparents to be involved in the running of these sporting events. The school Athletics, Swimming and Cross-Country carnivals as well as the support of our teams at representative functions are great examples of the support given by the parent body.

Student Body Message

The leadership team of the school in 2019, was provided with a number of opportunities to develop our leadership skills and to represent our school on a variety of occasions ie Catholic Schools Week Mass in Newcastle.

We were Kinder buddies during their school orientation and then in 2019 we cared for and assisted our special buddies in Kinder.

Represented the school at a variety of activities throughout the Diocese including Swimming, Athletics, Cross Country, Summer and Winter Sport Teams at regional level, cultural activities, parish and local functions (local ANZAC Day/Remembrance Day) and welcomed a variety of visitors to our school.

Visits from the Diocesan Youth Coordinator who lead our class in exploring what leadership means to us - both now and into the future.

The senior classes attended the Science and Engineering Challenge during Term Three. It was a great opportunity to experiment and solve scientific challenges and problems against competitors from other schools.

As we come to the end of our Primary schooling this year, we would like to thank all the staff of St Joseph's for their

dedication and our fellow students from St Joseph's for their friendship.

School Features

History of the school

The St Joseph's School has been in existence for over 130 years. The Sisters of St Joseph (four in total) arrived in Lochinvar in 1883 from Bathurst – where they were founded in 1875. Within the next few years, the sisters had established convents throughout the whole Diocese - including Dungog in 1888. On Saturday 24 November of that year, four Sisters of the Order of St Joseph arrived in Dungog. Catholic schooling commenced here just two days later. Catholic schooling has continued for 130 years since these founding Sisters commenced the education of students in the Dungog area all those years ago. Since its foundation in the 1880's, the St Joseph's School has grown at a steady pace. Additions and renovations to the present site were made in 1913, 1923, 1952, 1976 and more recently in 2006/7 and in 2010. The Sisters of St Joseph concluded their teaching presence in the school at the conclusion of 1986 school year, however the school maintains close links with the Sisters and with the traditions woven into the very fabric of the school for all these years. Historical memorabilia, artistic presentations and photographs are on display in both the School and Parish Hall.

Location/Drawing Area

St Joseph's Primary School is located at 49 Brown Street in Dungog. The school playground has as its western border Abelard Street. The school is nestled between the St Mary's Parish Hall to the east and St Mary's Church to the west. It is centrally located as it is less than two blocks from the main street of Dungog – ie Dowling Street. The student population of Dungog is drawn from a wide area -including the Dungog township, Clarence - Town, Salisbury, Gresford, Stroud, Stroud Road, Booral and the Vacy areas. St Joseph's Dungog is a feeder school to the All Saints College (St Peter's Campus) in Maitland. Over the past few years, an increasing number of our graduating senior students have continued their Secondary schooling at St Peter's. In 2018, several students who live within the appropriate geographical boundaries were also enrolled at the newly established St Bede's Catholic Secondary School - as part of the initial cohort of Year Seven students. This will continue to be the case in the coming years.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this 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
41	53	0	94

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 91.99%. 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
93.70	92.20	90.70	92.60	90.00	93.20	91.50

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	12
Number of full time teaching staff	5
Number of part time teaching staff	3
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff at St Joseph's undertook a wide variety of Professional Learning throughout 2019. Some of the Professional learning focussed on whole - school activity, whereas other P.D. was more Stage based. In addition, particular staff members also focussed on areas of particular interest in order to support the particular needs of the school.

Staff attended the following

- Professional Development day targetting "Explicit Direct Instruction" in the delivery of the curriculum.
- All staff had a day of Managing Actual or Potential Aggression (MAPA) Training - focussing on strategies which could be implemented at our school when caring for students who could present with significant behavioural challenges.
- The staff took advantage of the invitation to explore the "Josephite Charism" and to re-connect with the values, commitment and history of our school.
- All staff also to part in a series of Training sessions around "Positive Behaviours" - with a view to revising and developing the Behaviour Management structures in place at the school.
- NAPLAN DATA was analysed and online strategies implemented and reviewed.
- Infants staff attended K-2 Literacy Assessment PD days.
- Several staff attended Beginning Teacher and REC Retreat Programs

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

The Catholic identity of St Joseph's has been promoted through a variety of prayerful and liturgical activities.- commencing with the recital of our School Prayer and School Vision Statement at the start of each week and appropriate daily class prayer. In 2019, the school has enjoyed regular opportunities to celebrate Mass as part of the Parish Community. In addition, significant days were also celebrated as a school - with Liturgical celebrations - often by either one class leading the prayer or with a variety of classes taking part.

During 2019, both the parish and the school community at Dungog continued to forge strong links. School Liturgical celebrations were regularly advertised to the parish community with invitations extended to parishioners to develop closer ties between both the parish and the school community.

In 2019 Sacramental Programs recommenced in Dungog. Following several weeks of preparation, a significant number of students received both the Sacrament of Confirmation and Eucharist during the year. The focus was on the development of family and parish links.

The school acknowledges the importance of Religious and faith development programmes for both staff and students. All members of the St. Joseph's staff participated in various retreat / reflection days at different stages of the year including the early teachers Retreat and REC Spirituality Days. Staff then shared their reflections of these opportunities upon their return. A significant number of staff participated in Faith development and accreditation opportunities provided by the CSO throughout 2019.

During the 2019 school year, staff members attended appropriate professional development activities to develop key understandings in their class and stage settings and were then able to share these findings with the remainder of staff at follow - up staff and stage meetings.

The improvement agenda in 2019 included the acquisition of recommended resources to assist in the planning and implementation of units of work from K - 6 with core understandings and the development of improved levels of Catholic Religious Literacy in each of the classes. Each class Assembly and Liturgical celebration had a particular focus on the work being completed in each room - what was being studied in class and it's relevance in the lives of all students.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

As with previous years, the school took part in a number of competitions beyond the school - designed to extend and challenge all students involved. Quite a number of students took part in the Premier's Reading Challenge and many children also took up the opportunity to compete in the University of Newcastle Maths Competition. The results proved to be most encouraging from all involved. Our Year Five and Year Six students also enjoyed their involvement in a Science and Engineering Challenge held at the local State High School competing in groups with students from all surrounding schools to complete set tasks and earn championship points for their completed activities.

Targetted students in Stages Two and Three also took part in the Maths Olympiad competition during the year with great success.

Following classroom activity and preparation, students from the senior classes took part in regional Debating competition in Maitland and students from each stage represented the school in the Regional Public Speaking competition held in our region during the second half of the year. They had the opportunity to work as a team against teams from each of our schools - gaining invaluable insights and self - confidence in their Public Speaking.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	53%	57%	20%	11%
	Reading	36%	53%	14%	11%
	Writing	31%	51%	0%	6%
	Spelling	33%	48%	13%	13%
	Numeracy	27%	40%	13%	12%
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	33%	34%	7%	17%
	Reading	33%	37%	0%	12%
	Writing	13%	17%	20%	19%
	Spelling	20%	34%	7%	14%
	Numeracy	20%	29%	7%	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 Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

In 2019, a variety of initiatives took place to promote both respect & responsibility within the school community. Senior students led fortnightly group sessions with small groups of younger peers – focussing on discussion, role – playing, artistic and creative activities aimed at developing understandings as to what respect could look like and how it could be demonstrated among the entire school community.

The senior group leaders were provided with both the opportunity & responsibility of preparing activities and input for their younger peers – under the guidance of the Stage Three teacher. Debriefing sessions became an important improvement tool for the leadership groups in the development of follow – up sessions. The initiative proved to be both a challenging and rewarding experience for the leaders and their peer groups.

Regular awards assemblies enabled teachers to focus on Respect and how it was demonstrated and promoted by the students in each of the classes at every School Assembly.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

A number of key areas for improvement were identified and became key focus areas of the 2019 School Improvement Plan. By way of summary, they included -

A focus on the Faith formation of staff and students at St Joseph's. To this end, appropriate opportunities were sought and attended by staff - including an early career teacher's Retreat and Retreat opportunities for school executive. A staff Reflection Day was also planned for and undertaken designed to focus on the Josephite Charism. It was held at St Joseph's Lochinvar.

A second key area for improvement in 2019 focussed on the development of a more consistent approach to A-E Assessment across all aspects of Literacy and Numeracy in all stages. This included a review of existing assessment strategies and an upgrading of the school's Assessment Policy to reflect adjustments and procedures.

An improvement agenda was also set for the quality of teaching and student learning in Writing - with a particular focus on Spelling and Grammar and the reading strand of the English curriculum. Appropriate staff PD was sought and attended by staff with activities and strategies implemented in each of the classes and reviewed as a whole - staff.

Priority Key Improvements for Next Year

Key improvement items in Religious Ed in 2020 include the development of a more consistent approach across the board in the programming of Religious Education. A particular focus will be to develop capacity in the differentiation of the RE program. Staff will

be provided with opportunities to review work samples together to review strategies implemented to differentiate activities to cater for specific needs of the children. In addition, support will be provided through professional learning for staff to embed and demonstrate a variety of differentiated assessment strategies in RE lessons in 2020.

A key focus in 2020 will be on the development of writing approaches through drawing particularly for our Early Stage One and Stage One students. All Early Stage One and Stage One staff will be attending Professional Development opportunities in 2020 focussing on student writing practice and effectiveness with a view to implementing appropriate changes to classroom teaching practice and assessment - to best enhance, develop and highlight the ability levels of our students from 2020 onwards.

Professional Development opportunities have also been planned throughout 2020 to review the delivery of the PDHPE syllabus, to review the school scope and sequence of PDHPE and to design and implement an agreed school template for the programming of PDHPE units from 2020.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The school received a great deal of positive feedback during the year from the parent body of the school. In addition, the school had quite a large intake of students from across the region during the year - based on the positive feedback parents received from existing parents.

A large Kindergarten intake is expected for 2020. From the parent /carers perspective, the Catholic Identity of the school was tangible. The school enjoys a very sound working relationship with our parent body and the opportunity for parents to have regular contact and access with the school was a recurring theme concerning parental satisfaction. Parents enjoy considerable access to the school - through liturgies, Masses, Assemblies and various voluntary opportunities via the P&F of the school.

The parents stated in survey documentation that school was a positive experience for the children and their varied needs were being catered for in the classroom, socially and culturally. Parents/carers also appreciated the high expectations that were being set at the school and they felt that the school was a safe, supportive, happy and inclusive learning environment for their children.

Student satisfaction

The children expressed their appreciation of the pastoral care and support offered to them at St Joseph's. Comment was also made of the opportunities made available to excel academically, on the sporting field and socially. The senior students also spoke of the enjoyment they received by their connections with their "buddies" in the Early Stage One class of the school. The senior class expressed it's appreciation of their treatment as the leaders of the school - greater expectation and responsibility but also certain privileges including their own customised Sports T - shirts, etc. In 2019, a number of cultural incursions took place and students all travelled to the Newcastle or Maitland areas at different times on class excursions.

All students appreciated the efforts made by the school and its P&F Association to significantly bolster the IT resources available for student usage and the effort that went into the development of early childhood resources in and around the school.

Unfortunately, the senior excursion to Canberra (held every odd year) had to be cancelled in 2019 due to the horrific bushfires at that time. It is hoped that Canberra can be visited in 2020 instead.

Teacher satisfaction

The staff of 2019 enjoyed a wide variety of opportunities for professional learning throughout the year to develop both individual strengths and our overall effectiveness as a staff. Provision was made for professional learning teams to meet and work collaboratively – utilising the talents of our existing staff and the expertise from the Catholic Schools Office on a variety of themes throughout the year. Staff also had the opportunity for PD at regional Catholic and State schools.

During the year, a number of aspects of the school were analysed as part of the cyclic review of the school (COSI). At the same time, it provided some direction as to the improvement agenda at the school in 2020 and beyond. In 2019 there was some changeover of staff - with a new Learning Support Teacher (mid - year) and another staff member going on maternity leave during the year. A number of varied social activities were seen as an integral part of staff well - being during 2019. In 2019, the school also had one job - share position with one of the Primary classes.

All classes received new furniture in 2019 - greatly improving both functionality and comfort for all students during the year.

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$955548
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$276983
Fees and Private Income ⁴	\$185512
Interest Subsidy Grants	\$10184
Other Capital Income ⁵	\$62059
Total Income	\$1490286

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1052
Salaries and Related Expenses ⁷	\$1097665
Non-Salary Expenses ⁸	\$290753
Total Expenditure	\$1389470

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