



# 2019

## ANNUAL SCHOOL REPORT

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*Together in Christ*



St James' Primary School  
MUSWELLBROOK

### St James Primary School

Skellatar Stock Route, MUSWELLBROOK 2333

Principal: Aaron Moon

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



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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St James Primary School (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.

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## Message from key groups in our community

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### Principal's Message

I am pleased to present Saint James' Primary School Annual School Report for 2019. This report provides parents and members of the wider community with information about St James' activities and performance throughout 2019.

This is my first year as Principal of St James' Primary School Muswellbrook. I have enjoyed working with the school community immensely.

We are a Catholic school that strives for academic excellence. We take great pride in our Catholic identity, expressing Gospel values in all the Key Learning Areas and throughout the general life of the school.

The students of St James' Muswellbrook enjoy their schooling because they are encouraged to fulfil their potential in all fields; academic, sport, music and the arts, by their professional teachers.

The staff at Saint Joseph's is committed to ensuring your child has the best start to their education. We offer quality education in a Catholic setting. We are innovative in our approach to teaching and learning and value each child within our school.

We continue to foster links with our local community. We have strong links with our local preschools, Calvary Retirement Village and other local businesses. In 2019 SJM forged a strong link with the Red Door Community Kitchen. Each month I attend the Kitchen with two student leaders. Here, we serve the local community in a way different to what we would normally. This is an important component of servant leadership for our student leaders.

Our school community is an open and caring community where social justice, honesty, compassion and love are nurtured and valued.

We want our students to learn, laugh and have fun.

### Parent Body Message

The St James' School P & F Association provides an opportunity for members of the school community to become involved in fundraising activities for the school in a social setting. Meeting dates are advertised in the newsletter and will be held in the staff room at school. Parents are encouraged to attend.

The Association has the following objectives:

- To promote the interests of St James' School.

- To foster closer association and good fellowship between parents, parish, staff and students of our school.
- To encourage community interest in the educational, community and pastoral aims of our school.
- To facilitate the growth of the school as expressed in the School's mission statement.
- To organise and conduct functions and arrange services approved by the Principal of the school for the purpose of achieving fundraising goals.

Major events this year included:

- Pie Drive
- Mother's Day and Father's Day Stalls
- School Colour Explosion Fun Run
- Trivia Night

We thank the P & F for all of their fundraising efforts. This year the P & F purchased 5 filtered and chilled water fountains, which included bottle fillers, and a 100,000 litre tank which was connected to the new pop up sprinklers on MacAuley Oval.

### **Student Body Message**

Extract from our Captain's End of Year Speech:

We're on a new adventure, heading straight towards high school, leaving our beloved primary school behind. But we will never forget the memories we made at our time here at St James.

Some of our highlights at St James have been going to Canberra. Getting to make many amazing friendships that will last a lifetime, our school productions, St James got Skills, discos and the opportunities that our school has provided like ASPIRE, Math Olympiad, Tournament of the Minds and sporting events.

We are also very grateful for the opportunities that came with being school captains.

We loved helping at Red Door. Everyone was so nice, always had a smile on their face and loved to sit down and have a chat.

We also loved representing our school in ceremonies like the ANZAC Parade, Vietnam War Memorial and the Raising of the Aboriginal Flag.

Even running the assemblies was a pleasure to do. We are going to miss being school captains of St James, but after hearing the year 5 students presenting their leadership speeches, we are CERTAIN that next year St James will be in great hands.



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## School Features

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St James' School is a Catholic Parish school within the Maitland-Newcastle Diocese. The school is situated on the western fringe of the town, on land first settled by the Wanaruah people.

The school began its existence as a Catholic denominational school in the middle of a developing township in 1862. When government funding was withdrawn in 1883, the Sisters of Mercy took over responsibility for the school. This school continued to provide a valuable Catholic education to the people of the area, until demand for places, brought on by an expansion in mining and power industries, resulted in the need for the construction of a larger school. In 1983, 100 years after the arrival of the Sisters of Mercy, the present Primary School of 14 classrooms, library and other amenities was opened. The Sisters of Mercy continued their mission in St. James' School until 1972.

The Sisters of St. Joseph continued the important task of providing a Catholic education from 1973 until 1991 when the first lay principal was appointed.

St James' School is proud of its dual heritage and encourages students and their families to incorporate the values and ideals of the charisms into daily life.

### Location/Drawing Area

Muswellbrook is a town in the Upper Hunter Region of New South Wales, Australia, about 243 km north of Sydney and 127 km north-west of Newcastle. Muswellbrook had an estimated urban population of 12,075 as at 2016 Census.

Muswellbrook is located 48 kilometres via the new England Highway from Singleton to the South and 25km from Scone to the North. The town is predominately reliant on mining for its employment.

St James' Primary School is situated on a large acreage on Skellatar Stock Route. The Parish Church is a 5 minutes away as it is situated in the centre of the town.

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## Student Profile

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### 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
130	139	26	269

\* 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 90.94%. 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
91.80	89.90	90.80	91.40	91.50	91.70	89.50

## **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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	29
Number of full time teaching staff	14
Number of part time teaching staff	6
Number of non-teaching staff	9

### 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**

During 2019 all staff were engaged in professional development with the Visible Wellbeing framework. These whole days were spent learning about the specifics of using the framework to improve wellbeing of self and students. Teachers also had professional reading regarding quality teaching and learning that they were expected to undertake and discuss in an open forum. Most teachers engaged in this process and healthy discussion and sharing took place. Teachers were engaged in professional learning teams and used this time to discuss student learning and create common formative assessment tasks.

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## Catholic Identity and Mission

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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 school Mission and Vision Statements reflect our role as a community of witnesses to the Catholic faith. We believe that St James' School community excels in education through living and learning in Christ. We are inspired by the Gospel to be successful learners and informed, engaged global citizens.

St Joseph's Muswellbrook participates in the life of our Parish. We also have close links with the Parish Sacramental team.

The Sacramental program is parish based and includes the School Religious Education Coordinator and the Priest. The Sacramental program is supported by the school curriculum and the parish team is in close communication with the class teachers of the students involved.

Our School is proud to be part of a wider Diocesan community. As such, we attend important Diocesan events. We also support Regional initiatives, including the Regional Teachers Mass and Dinner.

Values are an important part of living justly and as such, St James' Muswellbrook, reinforces positive values such as respect and responsibility. Our students are aware of the importance of justice, a fair go for all and are keen to support social justice initiatives. We take pride in developing values within our students: to be honest, fair and just. As a part of this we believe

students learn these values by participating in important events. These include: ANZAC Day ceremonies, Vietnam Memorial ceremonies & Senior Citizen events.

St James' also implements the BounceBack Program. This Resilience Program addresses the environmental building blocks and the personal skills for fostering resilience in children and young people. The program focuses mainly on the teaching of coping skills to help children and young people respond positively to the complexity of their everyday lives. In other words, children are taught how to 'bounceback' after experiencing sadness, difficulties, frustrations and hard times.

We have implemented the Visible Wellbeing Program with support from the Where There's a Will Foundation.

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## Curriculum, Learning and Teaching

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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 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

St James' Catholic Primary School promotes equity and excellence.

We:

- Provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their talents and abilities.
- Provide students with opportunities to experience success through differentiated educational teaching and learning activities.
- Promote knowledge and understanding of indigenous culture together with global cultures and religions.
- Encourage students to take an active role in their learning through personal goal setting and self-evaluation.
- Teach the essential skills in Literacy and Numeracy in order to foster informed communication and collaboration.
- Employ best practice in Pedagogy and provide adequate resources to enable creative and productive use of technology to assist in communication and problem solving.
- Develop personal values and attributes so as to have a sense of self-worth and maintain healthy satisfying lives.
- Teach and model Gospel values to maintain healthy relationships and accept responsibilities for their own action.

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## Student Performance in Tests and Examinations

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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	63%	57%	6%	11%
	Reading	49%	53%	3%	11%
	Writing	31%	51%	3%	6%
	Spelling	43%	48%	0%	13%
	Numeracy	34%	40%	0%	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	45%	34%	10%	17%
	Reading	48%	37%	7%	12%
	Writing	17%	17%	24%	19%
	Spelling	45%	34%	17%	14%
	Numeracy	31%	29%	14%	14%

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## Pastoral Care and Student Wellbeing

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### 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](http://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**

At St James', Positive Education is at the Centre of our Living and Learning with Jesus at the Heart of all we do.

Again in 2019 we have funded a Leader of Positive Education at SJM. This leader was instrumental in driving Mental Health and Wellbeing. This leader is also an external facilitator of the Strength Switch, a program that parents can access to assist them focus on their child's strengths, rather than weaknesses.

Again at SJM this year we liaised with the 'Where There's A Will' Foundation to promote positive health and mental well being in our communities. We joined with most schools in the Upper Hunter to complete the second year of Professional Learning from Lea Waters in Visible Wellbeing. This has assisted our school greatly.

We have a major focus on Character strengths; the identification of them and also assisting students to unlock their strengths. This is a focus that will remain in 2020.

In 2019, we reviewed and streamlined our Positive Behaviour for Learning program (PB4L). We reviewed our baseline behaviours. They now are:

- Stop, Think Act
- Kind Words, Kind Actions
- Right Time, Right Place, Right Task
- Respect Ourselves, Each Other & The Environment

The overarching statement for our PB4L is: We are respectful and safe learners at SJM.

Along with this we have written, for each baseline behaviour, a table explaining what the behaviour looks like and what it doesn't look like. This has been invaluable when sharing these baseline behaviours with our students.

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## School Improvement

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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

Here at Saint James' we are acutely aware of the need for School Improvement Plans. These plans along with our school and system strategic plans guide the school towards a focus of effective improvement.

Our main areas of our School Improvement Plan in 2019 included:

- Develop a detailed scope and sequence for Writing – based on the Seven Steps to Writing Success program.
- Introduce Phase 2 of the SEARCH Framework – Visible Wellbeing
- Continue to refine the PP&D Process at SJM
- Improve ICT @ SJM to improve staff capabilities and student outcomes

A detailed scope and sequence of writing was developed by the leading teachers and implemented in all classrooms.

Phase 2 of the SEARCH framework was completed in 2019. This framework will be used in the school to assist with Visible Wellbeing.

The PP&D process was refined to include additional time for teachers to support them in their Professional Development.

- Additional computers were purchased to ensure adequate ICT skills were being taught to the students.

## **Priority Key Improvements for Next Year**

After the end of the 2019 school year we feel that the following priority goals for 2020 will be:

- Review the school's current pastoral care process.
- To offer systemic quality faith formation that builds staff capacity and inspires students, staff and families to have a deeper relationship with Christ.
- Review the school's current Teaching & Learning Policies and Procedures.
- Implementation of the Gifted Education Lead School (GELS) procedure.
- Facilitate professional learning opportunities to develop the teachers' understanding of Professional Learning Communities and Professional Learning Teams, with a focus on the improvement of outcomes for all students.
- Liaise with relevant CSO personnel to assist with the development of the role of Pedagogical Mentor (PM) to support the educational leadership of the school community through modelling high quality teaching for colleagues and leading them in the development and refinement of teaching practice to improve student learning outcomes in literacy and numeracy.

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## Community Satisfaction

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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**

In 2019 the School undertook a Self-Review. As part of this a Parent Survey offered. Some of the below feedback came from this survey.

On School improvement and Learning:

- We have been informed of changes regarding initial lit and how that will be of benefit to our children going forward. This was communicated during one on one discussion with my daughters teacher, within the newsletter, at the parent information sessions and within email from my daughters teacher.

On Student Behaviour:

- I can see a vast improvement on the standard and expectations regarding behaviour for all students. This has been laid out that everyone comes under the same rules and not different rules apply to different children as it was before. This is a welcoming move in our eyes as parents as it means everyone gets treated fairly regardless of their "needs". My child is well informed of what is acceptable behaviour and what is not acceptable.

On communication:

- Communication is the key here. Before there was serious lack of communication now we are informed of what is going on and we couldn't be happier. It's brilliant.
- Lots of communication now with lots of emails and regular updates on the new facebook page.

On leadership:

- You can tell that the staff executive work well together and are well lead in all aspects of school life. They are all on the same page as one another and that is the key.
- They seem to know what is happening across the board and not one person knowing one thing and not sharing the relevant information to each other.

- You can clearly see this reflected at assemblies and talking to staff. It's great to see.
- The principal leads by example and has implemented leadership programs for the older primary children to develop their leadership skills.

General comments:

- We love St James'. Our children love St James'. We would love to see the courtyard fixed to make it safer to be used by all. It is very much a hazard at present but unfortunately due to funding the chances of the courtyard being fixed is very slim which is a shame. Children are happier as fun has been put back into learning. Staff appear happier which again has the knock on affect to the learning of the children. The community perspective of St James' is being improved. People want to come to our school because of the positive feedback in these short 3 months. This is great to see. We are proud our children belong to St James and we are lucky with the staff here at our school.
- I am so incredibly grateful for St James and have no doubts that this school was the absolute best decision for us as my son LOVE LOVE LOVES going to school everyday and is displaying what he is learning at home each day. I can't thank Miss Osborne, Mr Moon and all staff at St James Primary school Muswellbrook for making our experience the best we could hope for.

### **Student satisfaction**

Students enjoy their school at St James' Muswellbrook. This is a direct result of their expert teachers and the balanced curriculum that is offered at St James' Muswellbrook. There is a careful mix of academic, sporting and other activities on offer at the school. We cater for the needs of all.

### **Teacher satisfaction**

In 2019 the School undertook a Self-Review. As part of this a Parent Survey offered. Some of the below feedback came from this survey.

On catering for the needs of students:

- The classroom teachers go out of their way to ensure students are receiving the support they need.

On student behaviour:

- I feel the behaviour of students overall is improving with a more firmer set of boundaries and is a more positive learning environment using a strength based approach.

- I don't always believe that this has been done well. We are on a path of changing that, so it is difficult to comment at this time.

Other comments:

- I feel the school is improving each day. I love the positive, inclusive environment at school and in the community.

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## Financial Statement

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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 <sup>1</sup>	\$2704825
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$801358
Fees and Private Income <sup>4</sup>	\$632523
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$145747
<b>Total Income</b>	<b>\$4284453</b>

Recurrent and Capital Expenditure 2019	
Capital Expenditure <sup>6</sup>	\$3011
Salaries and Related Expenses <sup>7</sup>	\$2750852
Non-Salary Expenses <sup>8</sup>	\$1340657
<b>Total Expenditure</b>	<b>\$4094520</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.

END OF 2019 REPORT