

2020

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 2020. 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 2020, the students were provided with limited opportunity to participate in a variety of learning, sporting and cultural experiences due to the unprecedented events caused by COVID-19. Students were thrust into a period of at-home learning with St Joseph's providing lessons in both hard copy and with an online platform.

A priority in 2020 was to improve the quality of teaching and student learning in writing - with a particular focus on Agreed Practices, Learning Intentions, Success criteria and descriptive feed back for students. Staff embraced the opportunity to attend PD to develop their skills and transfer knowledge to the classroom setting. Staff were also involved in learning more about language acquisition in students and they completed an online language course via Zoom.

The students were also provided with opportunities to experience a variety of cultural incursions in 2020 via the internet. The parent body of St Joseph's was once again very generous in their support of the school. Necessity for online learning saw the purchase of new technologies for lesson delivery with the P & F partially funding the new technology.

I would like to thank all involved in the St Joseph's community in 2020 and look forward to the 2021 school year with it's promise of a return to a more normal school life.

Parent Body Message

The school population increased in 2020 which allowed the school to move towards more individual classes. The P & F was unable to move forward due to executive members resigning and COVID restrictions preventing us holding an AGM. The P & F however continued to operate the Uniform shop with a parent volunteer. This was very helpful to the whole school community. Looking forward to 2021 we will be revisiting our P & F structure and possibly look at implementing a PEG model of school community engagement. We will

seek the guidance and input from the CSO Parent liaison to explain the process to the remaining P & F executive and then the whole school community the options for continued parent engagement. Parent involvement at school was unfortunately limited due to necessary COVID restrictions. We were however kept informed of school happenings through the fortnightly Parent Journal and the weekly school newspaper. We look forward to resuming our in person connection to the school in 2021.

Student Body Message

In 2020 we had lots of different things happen. The year started normally with new teachers at the school and lots of events planned. But COVID hit and we were at home doing lessons for weeks. Our teachers kept in contact with us using SeeSaw and by sending work home to us in learning packs. We were happy to get back to school when we were allowed to. After that we had normal classes and got to be buddies to our Kinder friends and take on responsibility. Our school captains led our assemblies and went to the Remembrance Day ceremony at the RSL. It was the first time our captains had been outside to represent our school. The sports captains got to run tabloid sport afternoons and we were in charge of ringing the school bell too. The Canberra excursion was cancelled due to COVID but we had our Year 6 Retreat in the Parish hall. We finished the year with our end of year awards in the hall and had our Year 6 farewell without our parents. It was lots of fun. We would like to thank the teachers for all the great times we had at St Joseph's and we are all looking forward to high school in 2021.

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's arrived in Dungog. Catholic schooling commenced here just two days later. Catholic schooling has continued for 130 years since these founding Sisters began 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 major renovations were completed in 2007/8 and in 2010. In 2020 further renovations and remodelling occurred. The Sisters of St Joseph concluded their teaching presence in the school at the conclusion of the 1986 school year. However the school maintains close links with the Sisters and with the traditions that were woven into the very fabric of the school for all those years. Historical memorabilia, artistic presentations and photographs are on display in both the school and in the adjacent St Mary's Parish Hall.

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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
49	59	0	108

* 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 2020 was 92.38%. 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
93.57	93.13	92.10	89.33	93.65	92.46	92.45

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 2020:

Total number of staff	15
Number of full time teaching staff	6
Number of part time teaching staff	4
Number of non-teaching staff	5

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 Dungog undertook a wide variety of Professional Learning throughout 2020.

Albeit many aspects were necessity driven due to the COVID-19 impact.

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 specific interest in order to support the particular needs of the school.

Staff attended the following:

- Professional Development in Seesaw and WUSHKA online platforms.
- OLT school based PD Inclusion of Learners with Speech, Language and Communication Needs
- Supporting ASD students (Tony Attwood and Sue Larkey) Online
- Emergency Care CPR Training
- Clarity PD (school delivered) ongoing through the year
- Office of Safeguarding Inservice online
- Beginning Teacher and REC assembly days

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- with the recital of our School Prayer and School Vision Statement at the start of each week (also included in the Parent handbook) and with the praying of appropriate classroom prayers during the school day. In 2020 the school was able to celebrate the Opening School Mass with the whole school community. For the remainder of the 2020 year all liturgical celebrations were conducted without parent involvement. Significant days were celebrated at school in a new format via Zoom and later with whole school gatherings. These celebrations were able to be filmed and the videos posted on COMPASS to share with our parents.

During 2020 the opportunity to forge strong links with the Parish were difficult due to COVID restrictions. Where possible however staff members attended local Mass celebrations and details of school liturgical celebrations were given to the Parish Priest who relayed our school prayer focus to the local Parish community. Many of the local parishioners are extended family members of our students and they were able to witness our liturgy and prayer times through images in our school newspaper and in our COMPASS feeds sent to our family groups.

In 2020 Sacramental Programs were halted in all Parishes due to the pandemic.

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 a reflection day run by the school REC.

During the 2020 school year, staff members attended in person or via Zoom, appropriate professional development opportunities to enhance 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 2020 included the incorporation of a common understanding of core KLA practices and the use of common strategies such as Learning Intentions, Success Criteria, Descriptive feedback and case management meetings. These common understandings provide teachers with the necessary scaffold to provide informed, differentiated and challenging teaching to learners who are better informed and able to articulate their understanding of learning.

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 students took part in the University of Newcastle Maths Competition.

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

School based competitions such as science design challenges and environmental sustainability projects in our Stage 2 and 3 classes were also popular and produced innovation and creative thinking. These challenges took many different forms from video to physical prototype.

In 2020 our school moved towards a greater student awareness of stewardship of the earth with students creating and developing school composting and food propagation stations. Our school became involved in the "Seeds in Space" initiative creating a successful bid to be one of the 150 sites around Australia to be home to Wattle Seeds grown in space. This project involves, data collection, seed germination and scientific investigation around the growth of the wattle seeds. This information is eagerly anticipated and recognised by the Australian and Japanese Space and Science communities.

The opportunity for external Debating and Public Speaking competitions were not available in 2020. Our students were still involved in Public Speaking challenges in their own classrooms with class presentations demanding an oral component. This challenged students with support and showed great talent amongst our students. During lockdown many students were able to present components of their at home learning with video uploaded to their online

learning platform. Using technology in the classroom also enabled students to connect with oral performance opportunities.

A directed Whole school focus on sustained and continuous student improvement began in 2020. Using the work of Lynn Sharrett "Clarity" and with the guidance of the school Pedagogical Mentor we implemented the 14 parameters of system and school improvement. We began unpacking parameters 1,14,and 6. This focused us on our shared beliefs and understandings, the shared responsibility and accountability and the case management approach specific to the teaching and learning in our school. We unpacked the parameters further to begin work on learning Intentions, Success Criteria, and descriptive feedback to enhance student achievement across the Key Learning Areas of English, Mathematics and Religion.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 2020.

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 2020 a variety of initiatives took place to promote both respect and responsibility within the school community. Senior students led the PBL (Positive Behaviours for Learning) focus input at school assemblies each week.

The four domains for Positive Behaviour at St Joseph are:

- Respect for self
- Respect for others
- Respect for learning
- Respect for the environment

This initiative required each class to personalise their PBL domains. Each week one of the domains becomes the main focus for student consideration and students create a class poster with four statements around the Domain and what that means in their classroom. The posters are then displayed and shared at the following week's assembly.

This Positive Behaviours for Learning focus was added to our reviewed Behaviour Policy and was supplemented with a matrix of observable behaviours that support the PBL framework. Parents were made aware of this and invited to support their children using the common language of the matrix and the PBL domains.

The school leaders were also responsible for the maintenance of the composting initiative, maintaining and running the sports equipment/shed, the editing and compiling of the weekly school newspaper and the school rubbish and recycling facility.

All Year 6 students are also charged with the responsibility of a Kinder buddy. Their responsibility is to be a friendly and helpful contact at school to support their buddy with transition to school and the challenges it presents. The role also requires the Year 6 students

to set a positive example to their Kinder friend in the way of school uniform, behaviour, attendance and attitude to learning.

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

Key improvement items in Religious Ed in 2020 included the development of a more consistent approach across the board in the programming of Religious Education. A particular focus was to develop capacity in the differentiation of the RE program. Staff were provided with opportunities to review work samples together to review strategies that were implemented to differentiate activities to cater for the specific needs of the students. In addition Professional Learning for staff was undertaken to look at the embedding of differentiated assessment strategies in RE during 2020.

A key focus for 2020 was to be the development of writing approaches through drawing, particularly for the Early Stage One and Stage One students. All Early Stage One and Stage one staff were to attend several Professional Development opportunities, focusing 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 on. Due to COVID issues these Professional Development opportunities were not available and we have carparked the initiative until 2021 when the specific Professional development will be again available.

In the place of the postponed PL we embarked in an online training course " Inclusion of learners with Speech, Language and Communication Needs" We also had school led Professional learning around successful pedagogies using the 14 parameters from Clarity in particular looking at Learning Intentions, Success Criteria, descriptive feedback and data walls in the Key Learning Areas of English, Mathematics and Religion.

Priority Key Improvements for Next Year

A key focus for 2021 will be the development of writing approaches through drawing, particularly for the Early Stage One and Stage One students. All Early Stage One and Stage one staff will attend several Professional Development opportunities, focusing 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 2021 on.

To support our SIP focus of writing all teachers will be engaged in the NAPLAN Persuasive and Narrative writing online courses. These courses will give the teachers 24 hours of identified NESA accreditation. They will also provide the scaffold for our focus on student writing achievement by looking at the criteria of both Persuasive and Narrative Writing. These courses have been added into the school PD plan for 2021 and are timetabled to be completed by the end of Term 4.

Our staff will also be attending the "7 Steps to writing" workshop to be held in Term 2. This workshop is designed to give teachers the tools to assist students to gain confidence in each building block of writing, and then they pull it all together to become creative and engaging writers.

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. This feedback took the form of verbal comments and conversations, written notes of thanks and parent opinions expressed in our 2020 Self Review parent survey and the Tell Them From Me Survey later in the year.(TTFM).

The survey results indicated that students were supported, well looked after and challenged with differentiated learning opportunities. Parents and carers also appreciated the high expectations that were being set at the school and they saw the school as a safe, happy and inclusive learning environment for their children. They also indicated that parent/teacher communication was effective and two way.

Our Kindergarten intake for 2020 was 21 students, a large cohort for our school. Many new families to the area chose St Joseph's on the advice and recommendation of friends and acquaintances in the local community. Our expected intake for 2021 is 20 students- again many new families impressed with the culture and educational opportunities offered. In 2020 we did not have the face-to-face community engagement opportunities due to the COVID restrictions however we kept the connections of home and school alive by sending videos of school happenings to parents via the COMPASS app. The school also created a school newspaper which is sent out each Friday to share the class happenings and learnings of the week. Communication is also made available through the fortnightly Parent Journal which is sent to each family electronically.

We also welcomed several new families with older children during the 2020 school year. They also cited our reputation as a major reason for choosing to enrol their children at our school.

Student satisfaction

The students expressed their appreciation of the Pastoral Care and support offered to them at St Joseph's. Students indicated they were thankful for the opportunities to take part in our Term One Parent Open Day, our NAIDOC Week and Remembrance Day Service. Many external opportunities were cancelled including school excursions and camps due to the COVID restrictions. St Joseph's countered these with special canteen lunches, tabloid afternoons and a film festival which were student driven and enjoyed by all. Our students also enjoyed the opportunity to dress up and be on film for Book Week and to take part in several ZOOM liturgy experiences. Students also created a unique video using green screen techniques to become one of 150 schools Australia wide to win a "Wattle Seeds In Space" competition. Students in the Senior class expressed their appreciation of being the leaders of the school- the greater expectation and responsibility but also the Year 6 privileges including their own customised sports shirt and being in charge of bell ringing and taking on Kinder buddies. Students were also proud of their input into the design of an extra Summer uniform option which was made available to the whole student body. The senior class were excited to have a very integral role in the planning of their Year 6 farewell and end of year activities.

Teacher satisfaction

The school received a great deal of positive feedback during the year from the teaching staff of the school. This feedback took the form of verbal comments and conversations, written notes of thanks and teacher opinions expressed in our 2020 Self Review Teacher Survey and the Tell Them From Me Survey later in the year.(TTFM).

During 2020 the teachers enjoyed a wide variety of Professional Learning Opportunities 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 and other outside agencies throughout the year. During the period of home-schooling teachers were able to share and lead learning with the implementation of online learning platforms and development of technical tools such as Zoom conferencing. Teachers also celebrated success of their COVID adapted delivery of the curriculum by sharing with peers methods and resources that were found to be helpful. Staff shared many successes in their classroom practice during staff meeting time and during case management meetings.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,394,838
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$418,205
Fees and Private Income ⁴	\$181,944
Interest Subsidy Grants	\$7,463
Other Capital Income ⁵	\$82,299
Total Income	\$2,084,749

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$18,606
Salaries and Related Expenses ⁷	\$1,400,476
Non-Salary Expenses ⁸	\$546,221
Total Expenditure	\$1,965,303

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 2020 REPORT