

# 2020

## ANNUAL SCHOOL REPORT

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*Together in Christ*

ST KEVIN'S CARDIFF



### St Kevin's Primary School

Main Road, CARDIFF 2285

Principal: Mrs Mary-Anne Jennings

Web: <http://www.cardiff.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 Kevin's 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

It is with pleasure that I present the Annual Report for 2020 from St Kevin's Catholic Primary School, Cardiff. We are part of the Maitland-Newcastle Diocese and an integral part the All Saints Blackbutt South Parish. St Kevin's is a small engaging school, that is developing and growing each year. St Kevin's is a coeducational Kindergarten to Year 6 Catholic school. There are currently 6 classes from Kindergarten to Year 6 with 1 composite classes within the school community.

Our Mission Statement is proudly displayed in the main foyer of the school and is well embedded in the minds of the staff who are committed to Catholic education and to the children in our care. It states, "We at St Kevin's Primary School, Cardiff, educate in the faith tradition of the Catholic Church, acknowledging the dignity and nurturing the potential of each person (student, parent and staff) within the context of community."

We help children to develop a pride in themselves and in being Australian within a world community. We share a diversity of our cultural heritage through celebrations of national days e.g. ANZAC Day, Harmony Day, and Autism Awareness Day. We acknowledge our indigenous heritage through specific HSIE units of work, the celebration and participation in Reconciliation and NAIDOC Week activities, and fly our national, Aboriginal and Torres Strait Islander flags daily. St Kevin's also engaged in the Seasons Programme, supporting students who may have suffered loss and grief through death, divorce, separation, or a change in their lives. It assisted students to explore how they can learn to live with and grow from these experiences.

St Kevin's continues to actively promote academic excellence in all areas of the curriculum. 2020 saw us engage in home learning due to COVID-19 at the end of Term 1 and the beginning of Term 2. Our students and teachers adapted to this new way of learning, utilising and expanding ICT skills to support all aspects of school life. Many of the regular learning programmes and competitions were not held in 2020 due to COVID-19, but Term 4 saw the lifting of restrictions allowing students to participate in a variety of outdoor sport activities, guitar lessons, online UNSW competitions, Newcastle Permanent Maths Competition and our school swimming carnival. Students also continued to engage in our Gifted Maths programme at a school level. Weekly and end of year awards were given for Academic Excellence in English, Academic Excellence in Mathematics, Making Jesus Real plus this year, a Resilience and Sustained Learning award, reflecting the impact of COVID on the students and their learning. Sport was adversely affected this year regarding Representative Sport opportunities for our students. There were no representative sport opportunities in 2020 due to COVID.

## Parent Body Message

St Kevin's is a great school with a great community feel and teachers who really care about and get to know the kids. There are a number of initiatives (COVID restrictions excepted) that helped parents to stay connected and engaged in their children's education and be part of the school community including:

- Kindy orientations and play dates to meet other parents and children + welcome call outs for new families
- Parent meeting at start of the year with updates on schools plans, hear from and speak to the teachers. Always open invitation to contact as needed throughout the year. This past year we've also had calls from teachers just checking in on kids which is really thoughtful.
- Ongoing communication via Compass, school newsletters, semester reports, parent/ teacher interviews, Facebook and most recently via Seesaw which I love! It is great to be able to see what they are doing and talk to them at the end of the day.
- Ability to volunteer and support school activities like carnivals and fundraising events. P&F is open to all and discussion is always respectful, action based and includes updates from principal, treasurer and any issues raised or opportunities suggested from parents/teachers.

COVID restrictions have been challenging for all but we have been kept well informed of how this impacts school access and support with workarounds in place like zoom P&F meetings.

## Student Body Message

At the very start of the year activities went as planned we welcomed the kindergarten into our amazing school with open arms. Everything went smoothly until March when we experienced something that had never happened before and was completely unexpected! Covid 19 hit everyone one hard and we are very extremely fortunate to be able to do schoolwork from home safely. The whole school had to adapt with the circumstances and learn to work from new platforms new ways! It was great to be able to see everyone improving drastically using teams and zoom.

It's been a challenging year not what I necessarily hoped for when I became captain. I didn't expect to be a zoom school captain. This year was tough learning to adapt and change depending on the circumstances and issues, but we all excelled at doing our best turning up to zoom classes and normal classroom classes every day with a dedication to learning. And that's after everything that's happened lately fire, floods and political debates we all still stayed on track and that's astounding to me.

This year was interesting with lots of ups and downs we had to learn to adapt and cope with the circumstances of the COVID 19 pandemic . I have really enjoyed being school captain but am also sad that we missed out on some of the responsibilities that we would normally do

– like representing the school and going to places and running school assembly. However this year I have realized that I can learn on my own, that people look up to me and whilst I might not have been able to show responsibility representing the school on road trips with Mrs Jennings, I was able to lead by example and showed how responsible I am every day in every way.

Although the beloved Athletics carnival in term one got cancelled, we still had plenty of fun at school. We were extremely resilient coming back from quarantine and adapting to the changes, as we couldn't play contact games like usual, we were made to try out the practically untouched handball squares. We now love hand ball and play every chance we have this improved our skill and determination to learning new things.

We are extremely lucky to have passionate teachers who dedicate themselves to the well-being of the school. I'm really looking forward to the challenges next year hopefully it will be a better year all of us.

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## School Features

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St Kevin's Primary School is situated on the corner of Main Rd and Newcastle Street, Cardiff NSW. It draws students from the local 2285 post code, including Cardiff Heights and Cardiff South, together with Macquarie Hills and Cardiff North. St Kevin's Primary School is part of Blackbutt South Parish. Students from St Kevin's continue their Catholic education at St Paul's High School Booragul.

Our school opened as St Joseph's Primary School in 1917. At this time it was staffed by the Sisters of St Joseph, and the Sisters of Mercy in more recent years. The school enrolment at that time was 70 pupils. New buildings were erected in 1943 and extensions were added in 1969 and 1992. In 1989 the school had a name change to St Kevin's in keeping with the other Parish buildings. In 2009 a new school hall was built. Renovations and refurbishments to the current classrooms were completed in 2015 providing new learning spaces reflective of current best practices and research. In 2018 the bottom playground was remodeled to include a new artificial grass area and climbing equipment. 2019 saw the school re-roofed and new toilet blocks completed. 2020 saw the southern facing wall repaired with new windows installed that will permit a good air flow through classrooms and the library.

St Kevin's participated in the Children's University Programme for the first time and had 5 students graduate by completing 100 hours of learning outside the classroom. All excursions and cross school events for 2020 were cancelled due to COVID 19.

The Parents and Friends Association continued to support St Kevin's in 2020. Fund raising event were held as online events and meetings were held using ZOOM. The P&F approved the inclusion of shorts and a blouse for girls to wear in summer, so that there is a choice of tunic or shorts available for the girls.

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

Girls	Boys	LBOTE*	Total Students
51	57	12	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 93.30%. 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
92.67	94.43	94.27	94.07	96.19	94.32	87.14

## 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 2020:

Total number of staff	19
Number of full time teaching staff	6
Number of part time teaching staff	7
Number of non-teaching staff	6

### 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 development days were again restricted due to COVID 19. 1 day of whole staff engagement in PD was held via ZOOM in the area of re-visiting and rewriting our Mission and Vision statement. This will be completed in 2021.

Weekly staff PD was conducted via ZOOM. We continued with our plans to implement the 14 parameters as outlined in Lynn Sharratt's Clarity - What Matters Most in Teaching, Learning and Leading. This is a CSO led initiative and we are part of Cohort 2 which will continue in 2021.

Learning Walks and Talks are now embedded in our school, with students identifying what they are learning and why. Staff also now embed Learning Intentions and Success Criteria when teaching writing, which was an area of targeted PD in 2020. Use of the Learning Progressions " Creating Texts" was also targeted for PD with staff, which then provided data for analysis and discussion amongst peers.

Weekly PD also included learning in Gifted Education for the teaching staff, identifying gifted students and developing units of work to meet their individual needs.

CSO allocated 3 extra days of PD at the end of Term 1 2020 to allow teachers to prepare and upskill in teaching electronically, in preparation for the COVID lockdown at the beginning of Term 2. This PD provided staff with the opportunity to become familiar with TEAMS and how to engage with their students and their learning using this platform.

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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)

St Kevin's Primary School is part of the All Saints Blackbutt South Parish. Our Mass Centre is St Kevin's Church, located adjacent to the school. Open communication is enjoyed between the school staff and our new Parish Priest, Fr Joseph Figurado, the Parish Team, St Vincent de Paul society and members of the Parish Office. In 2020 school Liturgies were celebrated to mark the beginning and end of the school year abiding by COVID guidelines. Other school liturgies were celebrated on special occasions including Ash Wednesday, ANZAC Day, Easter, Year 6 Graduation, the feasts of St Kevin and St Mary of the Cross MacKillop, again within our school community only, following COVID guidelines and restrictions. School Sponsored Masses were not held in 2020.

Students are assisted on their Spiritual journey through the implementation of Making Jesus Real. The Making Jesus Real programme is centred around the belief that we are the image of Jesus to all those people around us. We are His representatives and our actions should reflect His values. Jesus also made the comment that we are part of his family and that the ways we treat others should be reflective of the way we would treat Jesus. It calls on students "to work for peace, justice and the promotion of the common good of society" (Good News for Living, 2005, p. 110).

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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 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

St Kevin's engaged in Leading Learning Collaborative in 2020 that identifies 14 parameters that matter most in learning, teaching and leading. Parameters 1 and 14 of shared beliefs and understandings, responsibility and accountability, underpinned our whole school approach to improve student achievement. The focus in 2020 was on writing, utilising PD in the Learning Progressions and best practice in the teaching of writing, to improve student learning and outcomes. Case management meetings were conducted to identify students at risk or students that required extension and enrichment. Gifted students have been formally identified through diagnostic testing and differentiation of the curriculum has been identified as a priority for these students. A Gifted Education Leader continues to work with teachers providing guidance and support to improving pedagogy in differentiating the curriculum to meet individual needs of identified Gifted students. A Learning Support Teacher ensures that the needs of students at risk in their learning are receiving funding and assistance in class as required through engagement with specialised literacy and numeracy programmes and providers. 2020 saw students engage in online learning, working in Teams. This digital learning platform ensured that during COVID lockdown, learning and engagement in learning was able to be continued by the students.

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## Student Performance in Tests and Examinations

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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.

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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 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

Respect and responsibility was promoted at St Kevin's through the ongoing Making Jesus Real approach. Every week student leaders would share with the student body strategies in how to greet, treat and speak to others. They also addressed aspects of working hard and being a responsible learner. The student leaders led by example in how to play games and follow rules, how to participate in group work and how to assist others in need.

COVID-19 saw us engage in Online Learning using platforms such as Teams and ZOOM to conference and learn together. Use of technology promoted respect and responsibility for learning amongst the whole school community through establishing NORMS and protocols that were to be followed by all.

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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

2020 saw ongoing and continued improvements in the teaching of writing resulting in improvements in student outcomes in this area. The ongoing use of Learning Progressions and Diamonds of Intervention, saw teachers being able to accurately map the progress of their students in this area, identifying strengths and weaknesses.

The Leadership Team engaged in a journey of learning around the work of Lynn Sharratt. This Initiative has resulted in classroom teachers identifying the " Learning Intention" for individual lessons and the subsequent " Success Criteria" for these lessons. It involved the Leadership Team engaging in "Learning Walks and Talks" with the students to ascertain what they were learning and why, and where they could improve and where to get any help required. Students are now fully engaged in their learning and can identify what they are learning and why, plus how they will judge their success and mastery of this new learning.

Catholic Faith and Mission targeted Aboriginal Spirituality. This initiative has resulted in a staff that is more culturally knowledgeable of the local Indigenous community therefore more understanding of the needs of our Aboriginal students. Indigenous Education at St Kevin's is embedded into everything we do and is an integral part of our whole school community. Learning outcomes for our Indigenous students are improving as a result of this knowledge and understanding.

### Priority Key Improvements for Next Year

2021 will see a continuation of the work with Lynn Sharratt work " Clarity - What matters most in teaching, learning and leading." 2021 will see continued employment of a Pedagogical Mentor who will work with staff to improve their teaching practices so as to improve student outcomes.

2021 will see our Pastoral Care Policy reviewed and revised. This was not completed in 2020 due to COVID-19. 2021 will also see the implementation of the Early Years Learning Framework through "Successful Foundations" into our Year 1 cohort.

Differentiation will continue to be a focus in 2021. Staff will engage in Professional Learning in what differentiation within the curriculum looks like and how to implement it, targeting our Gifted Students in the area of Mathematics.

Mathematics will be our focus area for improvement in 2021. We will focus on Number Sense and Algebra, utilizing the Learning Progressions for this element.

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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

Tell Them From Me survey was conducted from the end of September till the beginning of October 2020. This data reflected parent satisfaction with St Kevin's. Parents identified they felt welcome at school and able to speak easily with their child's teacher. Parents were happy that reports were written in language they could understand and were informed of their child's behaviour and learning in a timely and informative manner. Parents are involved in the school community through the P&F but COVID-19 did affect the level of involvement in 2020. Parents identified that they thought that their children felt safe at school and that there were no racist or ethnic tensions within St Kevin's. Parents did not feel that their children were excluded by peers or staff and were not treated unfairly. Ongoing work and education programmes ensuring students are not exposed to verbal or social bullying whilst at school is recommended and sought by parents. Parents very supportive of Seasons programme assisting students in their emotional response to loss through divorce, separation or death of a parent or grandparent or carer.

### Student satisfaction

Tell Them from Me identified Students had a positive sense of belonging with positive relationships and high participation in school sports and clubs. Students value their schooling outcomes and value bringing positive behaviour to school. The students also identified quality instruction as important and relevant to their learning and that it was evident in their classrooms. During Learning Walks and Talks conducted by the leadership team, students were able to voice what they were learning and why, how their learning was going, where to go for help in their learning and their learning goals. These conversations reflected engagement and ownership of their learning.

### Teacher satisfaction

Staff indicated that school leaders assisted them in establishing and creating creative and challenging learning opportunities and goals for their students. Staff identified they worked in a safe and orderly school environment. Staff identified a good team culture where

assessment strategies, student engagement and learning goals are shared and discussed. Staff identified that the Faith life and Catholic culture of the school is highly visible and expressed in all school activities including policy implementation and practice. Religious Education is of a high quality and is a critical part of the school improvement agenda. Staff are in agreement that the leadership in the school is highly effective and that our school is highly regarded within the wider 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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,531,808
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$437,120
Fees and Private Income <sup>4</sup>	\$191,386
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$76,012
<b>Total Income</b>	<b>\$2,236,326</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$59,047
Salaries and Related Expenses <sup>7</sup>	\$1,512,862
Non-Salary Expenses <sup>8</sup>	\$573,081
<b>Total Expenditure</b>	<b>\$2,144,990</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 2020 REPORT