

2020

ANNUAL SCHOOL REPORT

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Together in Christ

**WINDALE
St Pius X**



St Pius X Primary School

2 Lake Street, WINDALE 2306

Principal: Peter Bowen

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



www.mn.catholic.edu.au

About this report

St Pius X 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.

Message from key groups in our community

Principal's Message

It is my pleasure to present the Annual report for 2020 for St Pius X Primary School, Windale. This school is a Kindergarten to Year 6 systemic school of the Diocese of Maitland-Newcastle. St Pius X is a Christian school in the Catholic tradition with a rich heritage from the Sisters of St Joseph and strong sense of community.

We are part of Jesus the Good Shepherd Parish East Lake Macquarie.

The school gives new meaning to "child centred" and recognises the uniqueness of each child and strives to fulfil the specific needs of every child through the formation and imparting of appropriate educational programmes. Our aim is to provide a sound educational framework that will equip pupils with the skills and values to make a worthwhile contribution to society and ultimately achieve personal development.

The school is proud of all students for their performance and participation in school, system and state based initiatives.

This document will assist you in looking at our achievements as well as our plans for the future. Our school website allows far greater information and access to aspects of our school life. St Pius X Windale is a school where children are loved and nurtured.

Our school is a gift to the Windale Community and Parish and is based on the Gospel values of life, hope and truth.

Peter Bowen

Principal

Parent Body Message

2020 started out with a great deal of promise and excitement. Our new toilet block was being completed and the school had some new staff with an Aboriginal Teacher and a Pastoral Care Worker. Unfortunately Covid-19 impacted significantly on the involvement of parents at the school. However, the staff did an amazing job in ensuring our children were catered for and their education continued whether at home or at school. Although parents couldn't be on site for the majority of the year we were kept up to date with happenings and our Year 6 parents were able to attend the farewell activities for their children.

Student Body Message

At St Pius X Windale all children in Year 6 each year are designated as leaders. Following a Leadership Day in November 2019 the Year 6 students are inducted as School Leaders at our Opening School Mass in February 2020 where they are presented to the community. Students, on a rotation basis, perform the duties that would normally be assigned to school captains eg: greeting and welcoming visitors, reading and leading at Liturgies and School Masses, attending Diocesan events such as the Catholic Schools Week Mass. Speeches of welcome and thanks are made by our leaders to any special visitors to the school.

Children from Year 6 act as role models for the younger members of the school community and have represented St Pius X School in the wider community on many occasions. Our Year 6 children transition to St Mary's Catholic College Gateshead.

Unfortunately, due to the Covid-19 pandemic, the Year 6 leaders' opportunities to represent St Pius X Windale at celebrations, masses etc. did not eventuate.

School Features

History of the school

The school has an interesting history dating back to 1958. Prior to that date, the catholic children of Windale (called Surprise Town until 1951), were educated at the local state school, or travelled to neighbouring schools at Charlestown or Adamstown. Originally the school was conducted in the present church building, incorporating 3 classrooms separated by partitions - which was opened in 1959. Three sisters of St Joseph formed the first staff, residing at Swansea convent and travelling to and from Windale daily, until July of 1959 when the adjoining St Joseph's convent was opened. Additional buildings were built in 1993 to accommodate the growing demand and to provide the school with suitable classroom and administration spaces. Further buildings (a new Library and Hall) were built in 2011 under the National Pride Funding provided by the Australian Government allowing the school to utilise even better spaces for its educational endeavours. A deck was built in 2018 and an improved entry into the school and in 2019 a further decking area was constructed and the student toilets refurbished.

Location/Drawing Area

St Pius X draws its students predominantly from the suburbs of Windale, Gateshead West, Tingira Heights and Mount Hutton with a number of families travelling from Gateshead, Belmont North, Valentine and Warners Bay. Pupils leaving Year 6 at the end of 2020 started their High School studies at St Mary's Catholic College Gateshead or Hunter Sports High

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
24	29	7	53

* 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 85.75%. 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
81.97	85.67	91.24	87.50	83.47	87.10	83.33

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	5
Number of part time teaching staff	5
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 Professional Development was impacted by Covid-19 and the majority of PD was via Zoom or online. The following PD was undertaken:

- Anaphylaxis Training
- Writing
- Numeracy
- Religious Education
- Annual Induction and Compliance
- Phonemic Awareness
- Literacy Skills
- MiniLit and MacLit
- Professional Planning and Development
- IT Skills
- WHS requirements

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)

Catholic Identity and Mission Catholic Imagination and Spirituality

The Covid-19 pandemic impacted greatly on our liturgical celebrations and school year. We were able to successfully celebrate our Opening School Mass where our Year 6 Leaders received their badges of office and our new students received a welcome gift. We were also able to celebrate End of Year mass where our Year 6 Pupils were acknowledged for their leadership throughout the year and graduate from St Pius X Windale.

The school continues to maintain a closer relationship with the Sisters of St Joseph who were the first educators at St Pius X School. School celebrations were held for St Pius X Feast Day as well as Harmony Day earlier in the year.

Family, Parish and Diocesan evangelising and catechesis

As a Parish school, the spiritual growth and welfare of students was shared by the Parish Priest, Fr. Gerard Mackie, Fr John, Principal, staff and parents and the wider parish community. The Sisters of St Joseph moved out of the convent neighbouring the school and sadly we farewelled Sister Cecilia who moved to Cardiff. She was unable to continue her connection to our school through her weekly visits due to restrictions with Covid-19. All classrooms have sacred spaces that clearly display the Catholic identity of our school as well as being a focus for prayers and petitions. Symbols depicting our beliefs were prominently

displayed throughout the school as proud symbols of our Catholicism including sacred spaces in the classrooms and staff room.

Christian Discipleship

Opportunities were provided on a regular basis for daily formal prayer and liturgical celebrations.

Religious Education and Curriculum

The Diocesan K-12 Religious Syllabus is implemented in all grades. The support from the staff of the Religious Education and Spirituality Team of the Catholic Schools Office and links directly to this syllabus was beneficial. Each class has a structured lesson each day that develops the knowledge and understanding of our Catholic Faith. The Religious Education Co-ordinator attended all professional development days (via Zoom) organised by the Catholic Schools Office. The Co-ordinator shared knowledge gained during this professional development time as well as suggestions to enhance the teaching of Religion in the school. Special celebrations related to the church seasons, our sacramental programmes and liturgies and masses involving grandparents and parents have been highlights of the year. Religion lessons were held daily in all classrooms to ensure that students continued to develop an understanding and knowledge of their faith and Faith Development Programs. A liturgy was held to celebrate St Pius X Feast Day

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

The Primary Curriculum for St Pius X Windale is set by the Catholic Education Commission in accordance with NSW and Federal Government guidelines. We have the seven Key Learning Areas of Religion, English, Mathematics, Science and Technology, Human Society and Its Environment (History & Geography) Creative Arts and Personal Development, Health and Physical Education.

A child in K–6 typically spends 80 per cent of their time in a 9 am to 3 pm, five-day school week learning from the syllabus. The remaining 20 per cent of school time is spent on activities at the school's discretion. This could include languages, additional school sport, concert rehearsals, religious education and special projects. English and Mathematics makes up about 50 per cent of the school week – this is equivalent to at least 12 hours each week. Other subjects are spread across the remaining time.

Primary school is split into four stages:

- Early stage 1 – Kindergarten
- Stage 1 – Years 1 and 2
- Stage 2 – Years 3 and 4
- Stage 3 – Years 5 and 6

As an Literacy and Numeracy Action Plan school (Government funded program) the staff taught the children with the addition of the below activities which supported their literacy and numeracy skills.

- This was achieved by:
- Employment of a Leading Teacher (LNAP Funded).
- Continual development of students' reading and writing skills with Professional

- Learning in VCOP strategies for writing.
- Continual implementation of MiniLit through Infants group.
- Greater opportunity through trained additional staff.
- Continual implementation of the MacLit program for Primary. Further training.
- Review and continuation of Belt System in K-2 to encourage Reading and Literacy levels.
- Focus on Numeracy through consolidation of NSW syllabus.
- Whole school approach to Numeracy.
- Use of Maths resources.
- Training for a staff member in Gifted Education.
- Implementation of Assessment recording in One Note.
- Adoption of Early Learning strategies following Diocesan Policy launch in 2018.
- Support for Indigenous education through the employment of an Aboriginal Education Teacher
- Language Assessments.
- Intensive language programs - MiniLit, MacLit, Lexia, Reading Eggs
- PAL reading
- Focus on writing activities - attendance for staff at VCOP
- Writing Focus on Spelling - staff Professional Learning in Spelling strategies
- Individual education plans
- Normative and diagnostic assessment of student progress
- Individual Plan Meeting for students with SWD funding

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

The provision of a safe and supportive school environment was continually emphasised in 2020. Respect for one another as well as being responsible citizens of our community was also promoted through our Positive Behaviour Support Program. Through this Program the students are encouraged to Be Respectful, Be Responsible and Be A Learner. The Making Jesus Real values were looked at following attendance at the Conference and were implemented throughout the year.

The school community raised funds for the Missions, Caritas and St Vincent de Paul. Harmony Day was held in Term 1 as was Close The Gap Day. Children collected money for CARITAS throughout Lent. A Mission Day was held in Term 4 to raise money for Children's Mission as well as money for the St Vincent de Paul Winter Appeal. St Pius X was involved in NAIDOC Celebrations.

Staff support overseas schools and communities via Teachers Helping Teachers and the St Vincent de Paul.

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

Our 2020 School Improvement Plan focused on the following areas:

Staff Spirituality

- Cohesive and integrated approach to staff spiritual and theological formation

Faith Development

- Dynamic and harmonious relationships among school and parish and pastoral region. There are regular and well planned opportunities which support the spiritual and faith development of students.

Quality Teaching of Religion

- High quality teaching of Religion.
- Review REC Role Statement
- Commitment to the nature and purpose of Catholic Schools

Academic Performance

- To improve academic performance in reading and writing as well as Mathematics with particular attention to Boys education, ATSI students, RAP (Reconciliation Action Plan) and Gifted Education.

Early Learning

- To document procedures for Kinder Friendly Club and transition to school. Provide interesting play based playground spaces. Develop inquiry and play based learning in K-2.

Enhanced Teacher Quality

- To improve the quality of differentiated teaching and data analysis

This was achieved by:

- Employment of a Leading Teacher (LNAP Funded).
- Continual development of students' reading and writing skills with Professional Learning in VCOP strategies for writing.
- Continual implementation of MiniLit through Infants group.
- Greater opportunity through trained additional staff.
- Continual implementation of the MacLit program for Primary. Further training.
- Review and continuation of Belt System in K-2 to encourage Reading and Literacy levels.
- Focus on Numeracy through consolidation of NSW syllabus.
- Whole school approach to Numeracy.
- Use of Maths resources.
- Training for a staff member in Gifted Education.
- Professional Learning in PP&D
- Implementation of Compass - use of Compass for reporting to parents
- Implementation of Assessment recording in One Note.
- Adoption of Early Learning strategies following Diocesan Policy launch in 2018.
- Support for Indigenous education through the appointment of an Aboriginal Education Teacher.
- As a result of Literacy and Numeracy Action Plan Program (LNAP) funding, the school has been able to accelerate development and growth in language.
- Diagnostic and Normative testing indicates outstanding growth by many pupils well in excess of the chronicle growth in age.
- Language Assessments.
- Intensive language programs - MiniLit, MacLit, Lexia, Reading Eggs
- PAL reading
- Literacy Belts
- Reading Scheme Significant growth in Reading, Spelling, Grammar and Punctuation, and Numeracy - NAPLAN 2019 results
- Focus on writing activities - attendance for staff at VCOP
- Writing Focus on Spelling - staff Professional Learning in Spelling strategies
- Individual Education Plans
- Normative a diagnostic assessment of student progress

- Individual Plan Meeting for students with SWD funding

Priority Key Improvements for Next Year

Catholic Formation and Mission

Catholic Ethos/Spiritual Formation

- Staff Spirituality:
- Cohesive and integrated approach to staff spiritual and theological formation

Faith Life/Religious Education

- Faith Development:
- Dynamic and harmonious relationships among school and parish and pastoral region.
- There are regular and well planned opportunities which support the spiritual and faith development of students.

Religious Education

- Quality Teaching of Religion:
- High quality teaching of Religion.

Catholic Ethos / Religious Education

- Leadership in Religious Education:
- Review REC Role Statement

Catholic Ethos/Faith Life/Spiritual Formation

- School and Community
- Commitment to the nature and purpose of Catholic Schools

Learning

Academic Performance

- To demonstrate growth in writing
- To ensure all students have a sound understanding of Number (place value and number operations).
- To raise the levels of achievement of Aboriginal and Torres Strait Islander students.

Leadership

- Principal as a Leader of Learning
- Contemporary Framework for Leadership that Builds Capacity
- Ensuring Quality and Accountability

Wellbeing and Partnership

- Student Support Mechanisms that promote Wellbeing and Mental Health
- Further strengthening Partnerships between Home, School and Community

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

Through a dynamic partnership between students, parents, staff, parish members and the wider community, we challenge and support one another towards growth and full potential.

2020 was a very unusual year with the world wide pandemic Covid-19 affecting the delivery of education to our school community. We are indebted to the many parents who gave so freely of their time and efforts to support the staff and students in this difficult time. I would like to acknowledge the staff for their ongoing commitments to the students and their families. It is this collaborative partnership that ensures that St Pius X will continue to grow as a learning community.

Student satisfaction

From anecdotal comments made by the students it would be correct in saying that the students enjoy attending St Pius X Primary School Windale. They greatly value the care and compassion of the staff and being able to be with their friends in a safe and supportive environment. The Covid-19 pandemic did affect the regular attendance of all students, however they were very keen to return to school.

A number of new families joined our community in 2020 and their comments regarding the children's happiness reflects the strong care and support provided by our school and staff.

Teacher satisfaction

In 2020 there was some changes in staffing with 4 new staff members employed as a Classroom Teacher, EALD Teacher, Aboriginal Education Teacher and Pastoral Care Worker. Additional to this was that a staff member returned from maternity leave in term 4. Throughout 2020 it was noticed that staff were highly satisfied with their valued roles and this was reflected in their support of one another and anecdotal comments. Although challenged by the restrictions and closures due to the Covid-19 pandemic there was a strong sense of collegiality and supporting one another.

The following is taken from the External Review Report which was conducted in 2018:

The panel applauds the deliberate efforts the school community has made in recent years to ensure students, parents and staff are valued and treated with dignity. While acknowledging the need to support students to be effective learners, the school leadership team and staff have implemented programs and strategies that provide a strong climate of care and support for students and their parents and carers. This has resulted in the students developing positive relationships in the school and a more proactive approach to social justice and outreach to the poor, marginalised and those on the periphery of our community.

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	\$1,154,027
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$341,226
Fees and Private Income ⁴	\$78,413
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$35,781
Total Income	\$1,609,447

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$333
Salaries and Related Expenses ⁷	\$1,252,716
Non-Salary Expenses ⁸	\$301,470
Total Expenditure	\$1,554,519

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