

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Aloysius PS

24 Heritage Drive, CHISHOLM 2322

Principal: Grant Diggins

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



www.mn.catholic.edu.au

About this report

St Aloysius 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

I am delighted to present to you the Annual School Report for St Aloysius Catholic Primary School, Chisholm for 2020.

What a year it was! One filled with many unexpected and unprecedented challenges, however one that also presented new and exciting opportunities and learnings.

Most significant was a period of time, where students were engaged in Home Learning and teachers were working from home. This saw a faster than expected progression of the contemporary learning agenda at St Aloysius, in particular the use of IT. Applications such as Seesaw and Microsoft Teams came to the forefront, in addition to the use of video and software such as Zoom and Flipgrid.

The school continued to build strong, positive relationships with the Immaculate Conception Parish, Morpeth, our parents and families and the wider community. St Aloysius celebrated its 5th Anniversary through a live streamed, inaugural on-site Sunday Mass on our patron's feast day.

During the year, the final stage of building commenced and the student population reached 582 students.

Our P&F was once again, a wonderful support to the school, doing an exceptional job in continuing to fundraise in very trying circumstances.

We are very proud of the great work of our staff and students both in and out of the classroom during 2020, in making our school mission a reality:

'At St Aloysius Catholic Primary School, we are called to grow as learners; make a difference through words and actions, thrive as individuals and build and serve our community.'

Grant Diggins

Principal

Parent Body Message

The St Aloysius P&F welcomed the start of 2020 with a new executive committee and many great friend-raising and fundraising ideas. We started strongly with our excellent organisation and communicative skills but, as we all know, Covid-19 had other plans, not only for us but the school and the whole world.

However, this didn't deter our very determined committee. We were able to raise over \$10,000 with two wine drives, a mango tray fundraiser and a gingerbread house fundraiser. And who could forget our pie drive, run from a parent's garage on a cold and wet winter's day.

We donated a total of \$7,630 towards a buddy bench, two worm farms, stage 3 decodable readers, a base guitar and amp for the music department, environmental and maths equipment, year 4 classroom readers and year 1 equipment for play based learning. The \$12,000 held over from the 2019 fun run was donated towards air-conditioning the new school buildings.

For the past twelve months we met over Zoom. Hopefully, the future will make it easier to bring more meetings online, enabling parents to attend a meeting when gathering face-to-face is too difficult.

I would like to thank the executive team for 2020, for their hard work and support.

Thank you to all the members of the St Aloysius P&F for a remarkable and productive 2020.

Megan Price P&F President 2020

Student Body Message

As House Leaders for 2020 we have put together some of our thoughts and memories of our last year at St Aloysius.

At the start of the year we hoped it would be the best and smoothest year but 2020 proved us wrong because of Covid. Our year started out normally but a few weeks in it all turned around. We got the news that there were Covid cases in New South Wales and schools would be closed.

We had to do home learning. The teachers gave us lots of Maths and English. It took some time, but we finally got through home learning.

We thought when we were back at school it would be normal again but no it definitely wasn't, 2020 did have some tricks up its sleeve, because we had to put hand sanitizer on before we went into class. We had to do Zoom Assemblies, we weren't allowed to go to our buddies and had to social distance as much as we could.

At the end of term 3 we had a few big days of fun as a reward for our good work whilst we had to do home learning.

Since we missed out on going to Canberra we did a fun festival for three days, it was our Secret September Spring Surprise. We did lots of activities and on the second day we had a big sport day where we played basketball tag and Newcombe ball in our Harry Potter teams.

Even though Year 6 2020 was the hardest year of primary school because of Covid it taught us many things such as: things don't always go to plan, be ready for anything life throws at you, stay resilient and keep going through difficult times, no matter how hard they are.

Year 6 House Leaders 2020

School Features

St Aloysius is the Diocese of Maitland Newcastle's first new Primary School in over thirty years. It opened in 2015 with 223 students from Kindergarten to Year 6, transferring from 31 different schools as well as 25 preschools. Since its inception, the student population has increased exponentially to its current 582. The school is situated in Chisholm, just over 30 kilometres north-west of Newcastle, one of Maitland's newest suburbs and one of the biggest growth areas in NSW.

In 2017 enrolment boundaries were introduced for the school to include students living in Berry Park, Chisholm, Duckenfield, Hinton, Morpeth, Phoenix Park, Raworth (partial), Thornton (partial) and Wallalong.

Our school is part of the Chisholm Pastoral Region and the All Saints Cluster. Our nearest Catholic Diocesan schools are Our Lady of Lourdes, Tarro, St Joseph's East Maitland and St John the Baptist, Maitland. The majority of our Year 6 students will continue their secondary education at St Bede's Catholic College, which opened in January 2018 on a site adjoining our school.

St Aloysius was named by Bishop William Wright partly in recognition of a previous Diocesan school – St Aloysius' College Hamilton - which originally opened in 1915. Our school is enriched by the traditions and teachings of both the Jesuits and the Mercy Sisters.

St Aloysius, the patron saint of young students, joined the Jesuits at 17 and died at the age of 23 caring for victims of an epidemic. The Mercy Sisters ran the original St Aloysius College as well as St Francis Xavier School – the original Morpeth Parish School from 1883 to 1969.

Our school is a landmark and centrally located in Waterford County, Chisholm. The cross on our chapel is a focal point for the local community by day and night.

The school was originally designed as a two-stream school however became three stream in 2019. It was purpose built with contemporary, flexible learning spaces. Stage 2 of building was completed in 2018 and included a new Administration Block, ten classrooms, three learning commons, a refurbished Learning Hub, new playground spaces and equipment, car park extension and associated landscaping.

The third and final stage of building commenced this year and will be completed by mid 2021. St Aloysius has a small but active and supportive P&F Association that organises both fundraisers and friendraisers and even during COVID raised over \$12 000. Parents, carers, families and friends are encouraged to be part of school life by participating in a variety of functions, events and information meetings and workshops.

The COVID-19 pandemic restricted excursions, sporting, extra curricular and cultural programs normally offered at the school.

In 2020, a number of grades had the opportunity to participate in the Sports in Schools Gymnastics program.

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 |
|-------|------|--------|----------------|
| 292 | 295 | 58 | 587 |

* 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 93.07%. 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 |
| 93.31 | 93.60 | 93.36 | 93.37 | 91.93 | 93.55 | 92.36 |

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 | 53 |
| Number of full time teaching staff | 26 |
| Number of part time teaching staff | 8 |
| Number of non-teaching staff | 19 |

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

St Aloysius developed a Professional Learning Plan for 2020 based on the School Improvement Plan. This was impacted on by the COVID-19 pandemic.

As part of this plan, staff participated in the following Staff Development Days during the year:

- School Improvement Plan, Staff Induction and Governance
- English: The Science of Reading - Oral Fluency (Acadience) and Vocabulary
- Spirituality: Faith in Action using the Head, Heart and Hands model
- Learning Support including Occupational Therapy

All teaching staff completed Acadience training.

The school Executive Team and Pedagogical Mentors attended the Diocesan 'Leading Learning Collaborative' professional learning days.

A number of teachers also participated in professional development opportunities such as Reading by Sheena Cameron, Colourful Semantics and a variety of online courses.

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)

St Aloysius acknowledges the traditional owners of the land on which the school is built, the Wonnarua people.

The school is also an integral part of the Immaculate Conception Parish at Morpeth.

It has a rich and authentic Catholic Identity evidenced by a strong faith life, social justice initiatives and formation opportunities.

In 2020, the community celebrated the school's fifth anniversary with a live-streamed Mass held on our patron's feast day in the chapel.

Our Staff participated in a Spirituality Day based on the 'Head, Heart and Hands' model. Faith in action activities included the creation of an Aboriginal garden, artwork and painting of an icon.

Although significantly limited by COVID-19, the school was still able to implement aspects of its Religious Education program.

St Aloysius student leaders and the principal represented the school at the Caritas, Diocesan Project Compassion launch.

The Religious Education Coordinator organised a number of fundraising events to support Catholic agencies including: a Pyjama Day for the St Vincent de Paul Winter Appeal and a crazy sock day (Socktober) for Catholic Mission, which raised over \$2000.

The school engaged a local artist to design and paint new crosses and House Colour symbols for each classroom and learning space throughout the school. One of our staff members also designed new house banners which incorporated significant school symbols.

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

St Aloysius is an inclusive school community that offers a broad, evidence-based contemporary learning curriculum, catering for the needs of all students.

Children are well supported both, in-class and through a number of intervention programs such as MiniLi and MacqLit. The school also has a school psychologist, Aboriginal and EAL/D teachers as well as a Defence Transition Mentor and Pastoral Care Worker. In addition to this, St Aloysius is a Gifted Education Lead (GEL) School, with a Gifted Education Mentor. In 2020, two students were selected for the Gifted Virtual Academy.

In 2020, St Aloysius' learning focus was reading. All teachers implemented a consistent school-wide oral reading fluency program using Acadience.

The school also explored aspects of the Diocesan 'Leading Learning Collaborative' project based on Lynn Sharrett's book, 'Clarity.'

The new PD/H/PE syllabus was implemented and a specialist Physical Education Teacher appointed to support this. Many of our students also participated in a Gymnastics course through the Sports in Schools program.

As a result of COVID, the school embarked on Home Learning throughout the year. Teachers used a range of digital technologies and platforms to enhance student learning. These included the Seesaw application in infants, Microsoft Teams in primary and Zoom.

Author, Dub Leffler, visited the school as part of Bookweek. A parade and Bookfair were also held, along with a Workshop on Reading, attended by nearly 50 parents.

Our Primary children participated in a Zoom presentation by Musica Viva and all classes had special incursions instead of excursions.

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 Positive Behaviour for Learning framework based on the school's foundational four pillars of learning, continued to evolve during 2020.

Signage was installed around the school site displaying the four Core Values and expected behaviours. The PBL policy and procedures were finalised including student awards and a reward menu. Lessons based on behavioural data were prepared and delivered during fortnightly House/Peer Support meetings. These initiatives focused on promoting respect and responsibility in all aspects of school life.

The school also built on its strong focus on wellbeing during 2020. A Wellbeing Week was held each term with special activities to promote the wellbeing of students, staff and families.

Grade welfare meetings were held each term to discuss students who presented with emotional, social and behavioural needs. Strategies were put in place to assist these children. Additional support was given by the Pastoral Care Worker and school psychologist. The school continued to embed Growth Mindset and Zones of Regulation into classrooms.

St Aloysius launched a new school Facebook page during the year. It provided Good News stories related to school events, activities and learning.

A Visit from the local Police Liaison Officer outlined cybersafety and appropriate use of social media. These initiatives promoted the safe, responsible and respectful use of IT and social media, particularly during Home Learning.

Staff and students also participated in NAIDOC Week, National Sorry Day and Harmony Day activities to encourage respect, empathy, awareness and understanding of other cultures.

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 Improvements achieved during 2020 included:

Implementation of the Leading Learning Collaborative including the appointment and work of Pedagogical Mentors, based on Lyn Sharratt's 14 parameters;

Introduction of Case Management Meetings and more regular PLT meetings;

A school-wide and consistent approach to improving oral reading fluency through the implementation of Acadience, evidenced through progress monitoring and curriculum class based assessment:

- Progressing the contemporary and home learning agendas into the curriculum including the embedding of IT into classroom practices, such as Seesaw, Microsoft Teams, Zoom and Flipgrid;
- The addition of a Pastoral Care Worker to support the health, wellbeing and welfare of students;
- The appointment of a Specialist PE/Sports teacher to assist in improving outcomes linked to the new PD/H/PE syllabus;
- Providing additional Education Workshops, Information sessions and Term Overviews to further engage parents in the learning process* Celebrating an inaugural weekend Mass held on the Feast of St Aloysius in the chapel at St Aloysius.
- Forming staff in the Head, Heart and Hands (faith in action) model

Priority Key Improvements for Next Year

The key focus areas in the School Improvement Plan for 2021 include:

Focus on Faith in Action including Ecological Conversion and Stewardship, based on Pope Francis' encyclical, Laudato Si. (from 2020)

Implement the Diocesan, 'One Heart One Soul' staff formation model

An emphasis on reading comprehension and improvement of student outcomes in this area

- Implement consistent, school-wide quality assessment to inform instruction eg individual learning goals, Learning Intentions, Success Criteria
- Continue to embed student-centred contemporary learning practices into classrooms including Gifted Education, Successful Foundations, Leading Learning Collaborative and Future Learning (Mark Treadwell)
- Engaging the School Leadership Team and Pedagogical Mentors (Knowledgeable Others) in regular Learning Walks and Talks, coaching and mentoring of staff.
- Undertake training and implement the new Finance Management System (FMS) and National Safeguarding Standards.
- Develop a school Wellbeing Framework, resources and support material
- Complete Stage 3 Building Project including the construction of additional classrooms,
- Learning Commons, a STEAM Maker space, Environmental Centre and playground spaces, equipment and landscaping.

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 conducted the, 'Tell Them From Me' survey. 133 responses were received from parents.

The main strengths identified were:

- Inclusive, supportive and safe school
- Faith life, Catholic culture and Religious Education
- Well maintained and resourced facilities
- Reputation of the school in the community
- Effective leadership of the school
- Contemporary learning agenda

The main area for improvement and development were to provide further opportunities to welcome and involve parents in the life of the school.

Student satisfaction

The school conducted the, 'Tell Them From Me' survey. 220 responses were received from students in Years 4, 5 and 6. The main strengths identified were:

- Students engage in positive relationships and behaviour at school
- High expectations for behaviour and learning
- Prayer, liturgy, Catholic culture, Formation, Mission and Justice and Religious Education;
- Safeguarding
- Facilities
- Reputation of the school

Students would however like to have a greater variety of extracurricular activities.

Teacher satisfaction

The school conducted the, 'Tell Them From Me' survey. 22 responses were received from staff. The main strengths identified were:

- Effective collaboration between staff;
- Learning culture that caters for individual needs of students;
- Data informs practice;
- Positive partnerships and involvement of parents;
- Faith life, Catholic culture, staff formation and focus on Religious Education and social justice initiatives;
- Safeguarding and care of children a priority

School highly regarded in the community.

The staff identified the following as areas for improvement:

- Leaders spend more time in classrooms, observing and providing feedback
- Explore further opportunities for embedding technology into the curriculum and classroom practices

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 | \$4,726,629 |
| Government Capital Grants ² | \$717,542 |
| State Recurrent Grants ³ | \$1,379,491 |
| Fees and Private Income ⁴ | \$1,154,100 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$348,705 |
| Total Income | \$8,326,467 |

| Recurrent and Capital Expenditure 2020 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$986,279 |
| Salaries and Related Expenses ⁷ | \$5,046,095 |
| Non-Salary Expenses ⁸ | \$2,251,487 |
| Total Expenditure | \$8,283,861 |

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