

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Patrick's Primary School

213 Northcote Avenue, SWANSEA 2281

Principal: Peter Green

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

---

## About this report

---

St Patrick'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.

---

## Message from key groups in our community

---

### Principal's Message

The vision of St Patrick's Catholic Primary School is for all in the school community to be aware of and to make use of the gifts that God has given them. The school's staff strives to provide a loving, caring and supportive environment where students are encouraged to grow in faith and to develop to their potential within a Catholic community. The school promotes in students a sense of integrity, a respect for truth and an open mind. The school endeavours to promote a strong sense of belonging in an atmosphere which recognises the important role that staff, parents and grandparents play in the education of the students. I proudly recommend our school to you as a vibrant and dynamic learning environment devoted to the children we serve.

Peter Green (Principal)

### Parent Body Message

This year has been like no other. COVID restrictions meant that we were unable to do many of the fundraising and fun activities that the P&F would usually organise. Even though the P&F could not meet regularly at the school, we were able to conduct our meetings via Zoom. It was a great way to stay connected to the school and to keep the friendships going.

In spite of what was a very quiet year, the easing of some COVID restrictions allowed us to organise a wonderful Christmas fun day during the second last week of Term Four. Many parents pitched in to organise a Christmas decorations stall, a cake stall, a raffle, a guessing competition and an art competition. With parents and carers unable to be on site, it was left to the Year 6 students to run everything on the day . . . and what an amazing job they did!

All in all, a quiet year for the P&F, but what a way to finish! Next year, the P&F aims to raise funds for outdoor seating and play equipment. Our thanks to everybody who has supported the P&F throughout this year.

Margaux Windever (P&F Vice President)

### Student Body Message

2020! It has been a challenging year, to say the least. We kicked off the year with the bushfires, and then COVID-19 hit. We went into lockdown and then things went from bad to worse, with events being cancelled and home schooling required for most.

Despite all of that, we have survived, pushed forward as a school, and grown from the challenges that we faced. With everyone working together and being COVID-safe, we have seen restrictions eased and face-to-face teaching again started. I have been a student at St Patrick's for seven years. Throughout this time we have seen friends come and go. I have made many happy memories with my class and all the amazing teachers here. Some of my highlights from the years gone by are our excursion to Oakvale Farm in Kindergarten, our Year 5 camp at Point Wolstoncroft, and just recently an outdoor education day at Morisset.

I would like to thank all the lovely teachers and staff here at St Patrick's. You have guided us all and taught us so well. You have made my time here happy and fun. I would also like to wish all the very best to the student leaders of 2021.

Alex Wallwork & Olivia Brown (School captains)

---

## School Features

---

St Patrick's enrolls students from Kindergarten to Year 6. It is one of three schools within the Parish of Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale. Most of the school's students transition to high school at St Mary's Catholic College, Gateshead.

St Patrick's Catholic Primary School was opened on Tuesday 29th January 1952 on the site in Wood Street where McDonalds now stands. The school was established by the Sisters of St Joseph of Lochinvar, and the founding principal was Sister Virgilius Perkins. The Josephite charism is manifested in their approach to ministry, and is expressed through words such as "roll-up-your-sleeves", hospitality, practicality, ordinary, being with, simplicity, humility, no fan-fare, and serving God in the neighbour. The staff of St Patrick's is called in Christ to live this mission of Jesus in our vocation as teachers in a Josephite school.

The school's Parents and Friends Association (P&F) assists the school in providing feedback on school policies and additional resources for enhancing student learning. The P&F Association works collaboratively with the school in an effort to achieve the best possible outcomes for the students.

During 2020, COVID-19 curtailed opportunities for the students to participate in representative academic and sporting endeavours. Likewise, the school's excursion program was all but cancelled, although Kindergarten's annual excursion to Oakvale Wildlife Park did proceed as COVID restrictions eased during Term 4. During Term 4, the Years 5 and 6 students participated in an outdoor education program at Morisset Outdoor Education Centre, and the Year 6 students were able to attend their annual 'Big Day Out'.

---

## 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
78	64	7	142

\* 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 93.78%. 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
95.28	93.27	94.17	94.20	93.18	92.74	93.63

## 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	20
Number of full time teaching staff	8
Number of part time teaching staff	6
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 grounded largely in the research of Dr Lyn Sharratt ('Clarity: What Matters Most in Learning, Teaching and Leading'). Dr Sharratt's research has given St Patrick's a roadmap for ensuring that the recommendations from the 2019 External Review would be embraced by all of the teaching staff. Every class teacher was given one hour per week of release from teaching to attend a Professional Learning Team (PLT) meeting. This release time signalled to the teachers that their work is valued. It has made them accountable and they have responded by working productively and ensuring that they are prepared for each PLT meeting by completing the take-away tasks that are assigned each week.

The staff had the opportunity to participate in a faith formation day which was planned and facilitated by our Religious Education Coordinator. The formation day gave the staff an opportunity to reflect on their role in living the words of our school's Vision Statement: "Learning, loving and serving together through Jesus." Scripture readings and scholarly reflections on the mission of a Catholic school teacher were used as springboards into rich discussion about our roles as educators in a Catholic school.

---

## 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)

At this year's St Patrick's Day liturgy, the school's new Vision Statement was launched. Our Vision – 'Learning, loving and serving together through Jesus' – is prominently displayed at the entrance to the school. It is underpinned by mission statements which focus on "today", i.e. what the school community must do today so that they may realise the vision. The mission is fivefold:

1. Challenge and support one another to succeed through innovative, adaptive and holistic learning.
2. Promote and celebrate the uniqueness of each child as a gift.
3. Embrace our Josephite foundations by seeing a need and always taking action.
4. Acknowledge and honour our indigenous cultures.
5. Serve one another and be generous with love.

While our partnership with the broader parish community continues to thrive, opportunities to nurture this partnership were curtailed during 2020 as the global pandemic limited our interactions with members of the parish community. Nevertheless, the school, led by our Mini Vinnies student committee, continued to support the St Vincent de Paul Winter Appeal and Christmas Appeal, mainly through online and cash donations as opposed to donations of food and clothing. Mini Vinnies also coordinated fundraising projects for Caritas and Catholic Mission.

COVID-19 also led to the cancellation of the parish sacramental programs, student attendance at Eucharistic celebrations, our Praise and Worship celebrations, and the local commemorations of ANZAC Day and Remembrance Day. It is hoped that 2021 will allow our students to once again play an active part in their parish community and their broader local community.

Under the leadership of our Religious Education Coordinator, Leanne Hyland, our two student Leaders of Mission led the school community in prayer every Friday morning. The prayer focus was generally related to either a current feast day or to the Mass readings for the following weekend. This initiative raised the profile of the Leaders of Mission and encouraged many students to seek election to these roles in 2021.

The school's outdoor sacred space, which highlights its Josephite heritage, continues to be very much a focal point of the school. The tapestry of names in the paved area serves as a reminder of the many past and present families and staff members who have left the school community with such a rich legacy.

---

## 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

During 2020, St Patrick's maintained a sharp focus on developing our students as writers. A high priority has been placed on ensuring that learning is visible for the students. In pursuit of this objective, the teachers have:

- Stated explicitly the learning intentions for a lesson or series of lessons.
- Co-constructed with their students the criteria for successful completion of a task.
- Developed 'bump-it-up' walls that enable the students to develop their own goals in respect to writing.
- Offered descriptive feedback to the students to encourage them to set their own goals.

Data walls have been developed to encourage the teachers to engage in rich conversations about instruction for every student, to track student progress according to the National Literacy Learning Progressions, and to meet the academic needs of students with respect to their writing. The use of data has also enabled us to report student progress to parents and carers with greater confidence.

During 2020, we developed 3-way writing interviews with the students and their parents/ carers. These interviews were conducted via Zoom, and the purpose of each interview was to collaboratively set writing goals for each student for the following six months. The writing interviews took place at the end of Terms 2 and 4.

During 2020, the principal engaged in daily 'Learning Walks and Talks' with the students in their classrooms. The purpose of these visits was to encourage the students to reflect upon their learning, especially in regard to their progress as writers. The teachers have appreciated the feedback from the principal from the Learning Walks and Talks, and the

students have valued the opportunities to share their insights. The Learning Walks and Talks have also given the principal a legitimate and compelling purpose for being in classrooms.

In summary, the collaborative practices that have been implemented have led to a greater sense of the children as 'our students' as opposed to 'my students'.

In 2020, St Patrick's extended the "Bring Your Own Device" (BYOD) program to the students of Year 4. With the BYOD program now operating in Years 4, 5 and 6, the focus of the project continues to be the pedagogy for developing the competencies for living in society in the 21st century - not the device itself. Those competencies include computational thinking, critical thinking, communication, collaboration, creativity and digital citizenship.

---

## 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](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

Through its Positive Behaviour For Learning framework, St Patrick's continues to promote safe, respectful and responsible behaviour. This framework includes:

- A scope and sequence that ensures consistency in regard to students' behaviour expectations.
- A set of lessons that teachers use to address the PBL focus for each week of the year.
- Visual prompts that are displayed on the playground and in a big book that is available in each classroom.

With a new scope and sequence developed for our Personal Development and Health syllabus, we removed "You Can Do It" from our scope and sequence and included it in our wellbeing afternoons, which we have scheduled every second Friday afternoon (odd weeks of each term). 'You Can Do It' aims to promote the students' social-emotional wellbeing by teaching five 'keys to success'. These 'keys' are highlighted with visual displays on the playground and fortnightly 'You Can Do It' assembly awards.

Students who struggle to maintain healthy relationships with their peers are offered a variety of social skills programs either as individuals or in small groups. These programs, which are run as the need arises, aim to build social and emotional competencies in students.

The Gotcha rewards provide a tangible incentive for the students to behave in a safe, respectful and responsible manner. For those students who breach these expectations, a system of Minor behaviour infringements and Major behaviour infringements is in place. The Compass portal enables us to streamline our system for tracking breaches of acceptable behaviour and for communicating those breaches to parents and carers.

Our school community values its relationship with the residents in our neighbouring aged care facility, Tenison Apartments. COVID-19 restrictions have forced us to cancel most of our visits to the residents, although the students have initiated various 'acts of kindness' that have lifted the spirits of the residents while allowing us to maintain appropriate social

distancing protocols. Our relationships with the residents offer our students valued opportunities to interact respectfully and responsibly in a real-life context.

During 2020, the staff reviewed the school's Pastoral Care and Discipline Policy. The primary focus of the revised policy is to promote the establishment of rules, expectations and routines with the students at the beginning of each school year, to build connections within each class group, and to build rapport between the teacher/s and each student. In order to achieve these objectives, each teacher is required to set aside some time within each school day for up to the first two weeks of the school year.

---

## 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

1. A framework for spiritual formation of students and staff members has been initiated. A spirituality day for the students of Kindergarten to Year 2, and a twilight retreat for the staff, were opportunities for people to set aside time to encounter God in quiet contemplation.
2. With a sharp focus on developing our students as writers, the staff adopted a number practices which fostered strong collaboration between teachers, as well as between teachers, students and parents/carers. This collaboration has led to positive outcomes for the students as writer. The staff of St Patrick's have received accolades from colleagues across the diocese for the work that has been done in this area.
3. COVID-19 presented the school with many challenges, but also a number of opportunities. The use of Microsoft Teams and Seesaw to deliver remote learning during the period of lockdown has equipped us with two learning platforms that have offered significant benefits to teachers when face-to-face teaching resumed.
4. The use of Zoom as a means of conducting meetings remotely has offered a means of communication that continue to offer benefits as COVID-19 restrictions have eased.
5. The library continues to evolve into a learning hub in which spaces are used for independent learning, collaborative learning and meetings.

### Priority Key Improvements for Next Year

1. A focus on creating quality assessment tasks K-6 as part of the school's religious literacy improvement.

2. A primary focus on the Number & Algebra strand of Mathematics.
  - To develop and deliver professional learning to colleagues on how to implement effective teaching strategies that improve students' achievement in the Number & Algebra strand of Mathematics.
  - To develop teaching and learning programs and/or plans that have been collaboratively developed and include specific strategies that will improved students' knowledge, understanding and skills in the area of numeracy.
  - To model specific numeracy strategies to colleagues which they then in turn utilise in their own classroom practice.
  - To model exemplary practice in the implementation of learning and teaching programs which develop students' knowledge, understanding and skills in numeracy.
3. A secondary focus on Writing, building on the collaborative culture that began with the establishment of Professional Learning Teams in 2020.
4. To implement agreed practices from the new Pastoral Care and Discipline policy regarding establishment of rules, expectations and routines, and building rapport within each cohort of students.
5. To review the school's scope and sequence for explicit teaching of the "Positive Behaviour for Learning" framework and the "You Can Do It" framework.

---

## 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

In September/October 2020, a TTFM survey of parents revealed the following results. (A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position):

- Parents feel welcome at the school and are well informed about school activities: 7.8. (Regional mean 7.0).
- The parents are informed about their children's academic, social and emotional development: 6.8. (Regional mean 6.2).
- Teachers have high expectations for their students to succeed. 7.0. (Regional mean 7.0).
- The school supports positive behaviour and the teachers have control of their classes: 7.2. (Regional mean 7.3).
- Behaviour issues are dealt with in a timely manner and the children feel safe at school: 7.8. (Regional mean 7.6).
- Teachers help students who need extra support: 7.5. (Regional mean 6.5).

### Student satisfaction

In September/October 2020, a TTFM survey of students revealed the following results:

- 77% of our students feel accepted and valued by their peers and by others at their school.
- 90% of our students have friends at school they can trust and who encourage them to make positive choices.
- 97% of students try hard to succeed in their learning.
- 72% of students feel safe at school as well as going to and from school.

The students were asked whether they feel challenged in their English and Maths classes and whether they feel confident of their skills in these subjects:

- 45% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. (TTFM norm 43%).
- 15% of students were confident of their skills but did not find classes challenging. (TTFM norm 23%).
- 30% of students were not confident of their skills and found English or Maths challenging. (TTFM norm 27%)
- 10% of students lacked confidence in their skills and did not feel they were challenged. (TTFM norm 6%).

### Teacher satisfaction

In September 2020, a TTFM survey revealed the following results. (A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position):

- The school leadership is effective: 7.7. (Regional mean 6.8).
- There is effective collaboration between teachers: 7.8. (Regional mean 7.7).
- Students have opportunities to use computers or other interactive technology in their learning: 6.1. (Regional mean 6.7).

---

## 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:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,563,273
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$454,999
Fees and Private Income <sup>4</sup>	\$231,604
Interest Subsidy Grants	\$13,861
Other Capital Income <sup>5</sup>	\$90,371
<b>Total Income</b>	<b>\$2,354,108</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$58,343
Salaries and Related Expenses <sup>7</sup>	\$1,746,842
Non-Salary Expenses <sup>8</sup>	\$491,118
<b>Total Expenditure</b>	<b>\$2,296,303</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