

2020

ANNUAL SCHOOL REPORT

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Together in Christ



St Brigid's Primary School

52 Irrawang Street, RAYMOND TERRACE 2324

Principal: David Palmer

Web: <http://https://www.mn.catholic.edu.au/schools/region-map/north/irrawang-street-st-brigid-primary-school/>



www.mn.catholic.edu.au

About this report

St Brigid'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

It is with pleasure I present the 2020 Annual Report for St Brigid's Parish School, Raymond Terrace. This report is an overview of the achievements and activities during the year.

2020 has been like no other year in history. The year commenced like any other year, but during March the advent of the COVID-19 pandemic changed everything.

St Brigid's went into initial lockdown, with teachers creating home learning platforms for the children to continue their learning. A lot of uncertainty was evident around the world, in Australia and NSW. Over time things started to improve, with children allowed to return to school but with minimal contact with the outside world. Schools, and in our case St Brigid's, were isolated in many respects that make schools vibrant places. Not having any parents or visitors able to be on our school grounds was a huge challenge. St Brigid's prides itself on its liturgical events and opportunities for the school and wider community to celebrate and be present. During 2020, we lost this!

With the many "do's and don'ts" during the COVID-19 pandemic, I was so proud of St Brigid's Parish School Staff for their professionalism, skill and love for the children, as well as the support they gave to each other. During an incredibly challenging year, St Brigid's operated as usual. You could clearly see the children keen to come to school and engage in day-to-day learning with each other.

With no representative sport or extra curricula activities, we conducted a 'round robin' netball colour house competition, with every student in the primary classes involved. Two-hundred and fifty students all participated in games over 6 weeks. A truly memorable event!

I think we have learnt a lot about ourselves, having experienced COVID-19. I know we are not out of the woods yet, but I am so proud of the way Australians have conducted themselves during this time. I believe we will be a better nation when COVID-19 is under control.

Here at St Brigid's, our core business of nurturing every child towards achieving their full potential is very evident. St Brigid's has an excellent reputation in the Port Stephens' community.

I thank the St Brigid's Parish, our Parish Priest Fr Joyce, and the school parent body for their support and understanding. The staff of St Brigid's school are incredible! Quality people, doing quality work! It was clear to see they were the driving force with the success of St Brigid's during 2020.

This document is a summary of a self-evaluation of St Brigid's for 2020.

David Palmer,

Principal.

Parent Body Message

St Brigid's is a vibrant, community-based school that shows commitment, resilience and devotion to the Church. The P & F strives to uphold the standards of the school and with its committee of dedicated parents, many events are organised through the year to support the school. Unfortunately, all events but Grandparents Day were cancelled in 2020, due to COVID-19.

Many informal discussions were still held during the year and there was much input from the school community regarding future projects and fundraising opportunities. Sadly, 2020 was the last year for Mel Martin who served on the P & F for the past seven years and worked tirelessly at school discos, spring fairs and many other events.

We also take this opportunity to thank Elisha Cashel who served as Secretary for the past two years and Skye Dendle who was President for two years. They provided so much support, generosity and time to the committee. They will be sadly missed as our committee moves forward in 2021.

In 2021 we look forward to welcoming new members and building a strong committee of dedicated parents and carers who work towards the common goal of supporting our school and our children.

Vannessa Tasker- Vice President

Student Body Message

Some comments from our students:

The teachers are one in a million! I started late August and I'm so happy here. People listen to the teachers.

I think we have lots of leadership opportunities if we want them, like Parliament. In Stage 3 we get to help a lot around the school and are trusted to set a good example.

I really like the other kids and teachers. The playgrounds are safe but fun at the same time.

I like the way our classrooms are roomy enough to do things. We get to go to other teachers for things like drama, art and music. We have a lot of activities outside and many opportunities. We have someone who comes here for band and I've done an artwork for the school. We also have students who participate in ASPIRE and didgeridoo lessons. I love

going to meetings for our JAECG (Junior Aboriginal Education Consultative Group), and having the chance to be a leader through Parliament.

We have the chance to do many extra activities such as sport gala days, public speaking, debating, Mission days, choir, and Mini-Vinnies. There are activities for our lunch time in the Learning Hub or we can go to the Sensory room for a break.

Mr Palmer and the teachers always say hello and make you feel comfortable.

Being a Parliamentarian has helped me become a better leader and I love being a Mighty Mate to help our new Kinders.

School Features

St Brigid's is a co-educational Kinder to Year 6 primary school in the Diocese of Maitland-Newcastle. We have a rich history dating back to the 1850s, and proudly serve the community of Raymond Terrace and Port Stephens. The school is housed in a garden setting with many open playgrounds. The buildings are a mixture of heritage listed and modern designs.

Catholic education began in Raymond Terrace in 1850 in what is believed to have been a four room slab stone cottage with a brick chimney. In the early 1880's the Sisters of Mercy moved into the area with the school officially recognised as 'St Brigid's' from 1890. The work and charism of the Sisters of Mercy is still evident in the welcome offered to all who enter our extensive grounds.

Major extensions to the building site took place in 1920 and again with the addition of five classrooms in the 1950s. During the 1990s, the school was further developed and expanded due to the demand in the area for Catholic education, with the relocation of classes from the hall side to the church side completed in 2010. The new hall was then completed early in 2011.

The foundation stones of the first Catholic school are preserved in a wall in the current school library. Students of St Brigid's are able to continue their Catholic education by attending Catherine McAuley Catholic College at Medowie, or San Clemente High School, Mayfield.

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
184	197	38	381

* 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 93.28%. 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
95.01	92.16	94.35	93.01	92.25	93.37	92.79

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	41
Number of full time teaching staff	15
Number of part time teaching staff	12
Number of non-teaching staff	14

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

During 2020 all staff had the opportunity to participate in Professional Development under the funding model of the Professional Practices and Development Programme. Funding from the Catholic Schools Office helped release staff to achieve whole school, team and individual goals to satisfy the Teacher Accreditation requirements. The staff planned thoroughly as a whole school and in stage groups, through regular collaboration, to set goals for the year. Due to the COVID-19 pandemic, many of these opportunities were online and enabled staff to develop skills in IT and planning for the use of IT for online and face to face learning. These professional learnings undertaken are documented on each teachers' Professional Practice and Development Action Plan.

Other areas undertaken were:

National Schools Improvement Tool, Early Learning ('K-3 READING FLUENCY and writing in the early years' and 'Exploring the Learning and Teaching of Writing in the Early Years of School'), CPR & Emergency Care, STEM, COSI Validation, National Consistent Collection of Data, Learning Progression, LNAP - State Action Plan, Student Wellbeing (Zones of Regulation & Secret Agents' Society), PDHPE MNLearn Course, Facilities, WHS, Compass, ICT and the introduction of a school online learning website, Spelling, Staying Well - Mental Health and Wellbeing through 'BeYou' online training modules.

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)

Religion is taught daily through a wide variety of strategies such as dance, drama, research group work (incorporating information technology), art and music. Teaching and learning in Religious Education at St Brigid's follows the Diocesan guidelines. The teaching programs are based on the Diocesan Units of Work. Consistent with other subjects within the curriculum, the program is outcomes-based and seeks to ensure a breadth and depth of content from Kindergarten to Year 6.

During 2020 we began with our annual Opening School Liturgy where new students, parliamentarians, staff and parents were welcomed and blessed for the journey throughout the year. Our school theme for 2020 was 'God's Family'. During the COVID-19 lock down and subsequent restrictions, we found different ways to engage our parents and families in the liturgical life of our school. We included a 'Prayer & Reflection' tab at the top of our home learning website with links to weekly prayer for families, and reflections for occasions where we would generally celebrate liturgy as a community, for example, Holy week and Easter.

Our ANZAC Day Liturgy has particular meaning in Raymond Terrace as some of our parents at St Brigid's are involved in active military services overseas. This event was celebrated through our home learning site and 'Light up the Dawn', with images shared through our school Facebook page.

Our Year 5 students were involved in a Leadership day involving training for the Mighty Mate Program. We also held a retreat for our Year 6 students in their final weeks, giving them the

opportunity to reflect on the gifts St Brigid's helped them develop over their years here and the legacy they were leaving.

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 Brigid's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all within the school community so that each person is empowered and challenged to become lifelong learners with optimism and hope for the future. Quality teaching is provided by exceptional educators at St Brigid's, and we are well resourced in terms of equipment and support personnel.

St Brigid's provides Learning Support services and intervention programs. These programs include 'The Secret Agent's Society' for students with Autism Spectrum Disorder (ASD), 'MiniLit' and 'MacqLit', reading intervention programs, 'Zones of Regulation' for students with behavioural needs, 'BeYou' modules for staff professional development, and 'BRAVE' Program for students with anxiety.

Our teaching staff also comprises a Literacy and Numeracy Action Plan (LNAP) Leading Teacher who delivers specific and measured intervention across K-2. Through the Literacy and Numeracy Action Plan (LNAP) we integrate the key priorities outlined in our School Improvement Plan (SIP), our Professional Practices & Development (PP&D) model and our Professional Collaboration Teams. From here we align our School, Stage and Individual goals. This creates a thread of continuity through the school, giving staff, students and parents clear expectations in teaching and learning goals.

During 2020, we introduced a new Aboriginal & Torres Strait Islander teacher who has supported our Indigenous students academically and in researching and understanding their history. Our teacher has connected with families to learn about each child's country, and has assisted staff to embed an Aboriginal and Torres Strait Islander perspective into curriculum.

Many of the usual opportunities available to students at St. Brigid's were limited or cancelled due to the impact of COVID-19 restrictions, however, we found ways to celebrate many of our traditional curriculum-based activities including Literacy & Numeracy week and Public speaking. Our greatest achievement throughout 2020 came through moving our teaching and learning online during the COVID-19 lockdown. Many of the tools we introduced, through necessity, have since become part of our practice, and moved us quickly towards an increased use of digital technology to enhance student learning.

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

Our approach at St Brigid's is basically to be proactive rather than reactive. We base our policies and procedures around Restorative Justice which focuses on 'Rights, Rules, Responsibilities and Routines'. The children in each grade develop their own rules and responsibilities from these. As well, we have the 'You Can Do It' programme with the key concepts of confidence, communication, getting along, and persistence reinforced. We also have various awards, reward days and stickers to help motivate the children each day. The underlying concept to all these programmes is building resilience in the child.

During 2020 the 'Warning Slip' programme was continued and revised. This programme directly impacts on negative behaviour. Fundamentally, it is to track the behaviour of children both frequency and specific area of concern. If a child receives 2/3 warning slips, parents are contacted. If a child receives 5 warning slips, they are placed on a Level 2 contract which monitors the child over one week. We also have a Level 3 contract for more serious incidences.

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

During 2020, we introduced a new Aboriginal & Torres Strait Islander teacher to raise achievement in literacy and numeracy. This teacher has supported our indigenous students and focussed on supporting the growth of cultural knowledge of all students across the school. Our teacher has connected with families to learn about each child's country, has assisted staff to embed an Aboriginal and Torres Strait Islander perspective into curriculum, introduced parts of the Worimi language into our classrooms, and beautified our gardens. This teacher has also enabled us to connect with members of the local Aboriginal community who have come to St Brigid's to teach dance, art, and bush tucker. Several students are members of our newly formed Junior Aboriginal Education Consultative Group and play a prominent role in daily morning assemblies and school events.

Staff also collaborated to adapt to online learning, and we launched our St Brigid's Home Learning Site to enable parents to access weekly learning plans and resources, family prayer and reflection, ideas to support mental health, visual timetables and learning support, Aboriginal education resources, English as a second language resources, as well as suggestions for physical activity and a gallery to display student work.

We developed a Sensory room to support students with additional needs who require withdrawal to meet their learning and well-being needs. Some resources for this space include sensory areas to calm or stimulate needs, individual learning & IT pods, group intervention and a parent meeting area.

Priority Key Improvements for Next Year

With the introduction of our new Aboriginal & Torres Strait Islander teacher, we have prioritised the development of staff and student's knowledge and understanding of the culture and heritage of Aboriginal and Torres Strait Islander people. We are aiming to increase teacher appreciation and understanding of Aboriginal spirituality through Professional Developments days, with evidence seen through programming and practices.

2021 will also see the addition of a Pedagogical Mentor. This lead teacher will support classroom teachers to reflect upon their practice and implement strategies to improve student outcomes, especially in literacy and numeracy. This role will involve co-teaching and collaborative planning for teaching, learning and assessment.

Plans for a new learning support room are being prepared to extend our current Sensory room, including an outdoor sensory play area, with work to begin in October 2021.

As a priority in our Literacy and Numeracy Action Plan, we will continue to focus on consistency in use of learning intentions and success criteria across K-6, during 2021, particularly in Literacy and Numeracy. Our Leading Learning Collaborative will begin the introduction of the 14 Parameters of our Diocesan Learning 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

The positive partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain constructive relationships, focused on positive outcomes for our students. Regular communication, both formal and informal, is encouraged. We believe it is in the best interest of our students to create common goals between home and school.

During 2020, our ability to connect with parents and include them in the daily life of St Brigid's was restricted. However, our Home Learning site, Compass, phone calls, emails and online meetings, provided parents with support and information about all aspects of school life.

Through our Continuum of School Improvement (COSI) Primary Parent Survey we were able to gather feedback in relation to many areas including teaching and learning, communication, assessment, behaviour management, leadership, and our links to the parish and community. This report highlighted the high parent satisfaction within each of these areas, with upwards of 90% of parents highlighting the culture of high expectations for student achievement, and the support provided for student learning.

We are proud of the positive and trusting relationship between parents and staff in our school and look forward to a more prominent role for our P&F in 2021, and the visible presence of parents within our school.

Student satisfaction

St Brigid's is a welcoming community, where students are happy and feel safe. The caring, supportive nature of all staff and the focus on building relationships of trust and support is a key feature.

At St Brigid's we have a mindset among the staff to "treat the children as if they were our own". Our Behaviour Management Plan (BMP) is an integral part of this for students. This has proven to be an effective behaviour management model, providing support to all students in the learning environment, and the opportunity to develop the necessary skills to get along with others. The BMP ensures our students are responded to in a pastoral manner

that is individualised, predictable, consistent, positive, and recognises their effort and achievement.

Students have clear pathways to follow to seek help with issues anywhere in the school. Our Learning Hub and Sensory Room are frequented by students from all grades and provide safe spaces to seek support with social, emotional or academic concerns.

Teacher satisfaction

St Brigid's has a quality, dedicated staff. Very few staff have transferred over the years due to the positive culture present and the opportunities to be involved in many areas of school life.

Our staff COSI survey clearly demonstrated that staff feel they are supported and given many opportunities to develop their skills. Over the past 3 years, teacher satisfaction with the management of behaviour in our school has gone from 78% to 100%. Teachers are supported by the Leadership Team and Learning Support team to take the lead in managing challenging behaviour and implementing strategies for success. The BMP has been identified as critical to the satisfaction of teachers, enabling them to focus on teaching and learning with minimal disruption.

The relationships between all staff was identified as a key strength. The introduction of Collaboration on a regular basis has given teachers the opportunity to meet regularly and develop a shared set a beliefs and expectations in literacy and numeracy.

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	\$4,085,885
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,196,901
Fees and Private Income ⁴	\$601,165
Interest Subsidy Grants	\$10,944
Other Capital Income ⁵	\$260,171
Total Income	\$6,155,066

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$26,551
Salaries and Related Expenses ⁷	\$4,059,302
Non-Salary Expenses ⁸	\$1,628,960
Total Expenditure	\$5,714,813

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