

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



Corpus Christi Primary School

Platt Street, WARATAH 2298

Principal: Julie Mulhearn

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

About this report

Corpus Christi 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 once again our privilege to present the Annual School Report for 2021. In our 2020 report we referenced the impact of Covid 19 on that year and having no idea at the time that the same impact would be present across 2021 with a second extended period of time in Lockdown and Home Learning. Once again, what was planned and what came to be diverged slightly. However, lessons learnt from 2020 allowed the 2021 impact to be minimal and continued excellence in learning and whole school improvement was maintained. This report outlines and celebrates these many achievements and the ongoing improvement of Corpus Christi School for 2021.

2021 was the second year of a 3 year strategic plan, first earmarked upon and adapted during 2021. The year saw a continued focus on PD in line with the CSO's Leading Learning Collaborative. It has been an incredibly exciting initiative in that it has build capacity in both students and teachers.

It is anticipated that this document will generate an awareness of our school's achievements and our endeavours in school improvement, as well as provide thoughtful discussion about our directions for the future development of the school.

Parent Body Message

The P & F have continued to provide support to the school by providing parent voices to decision making and thinking outside the box in running the P & F during the ongoing pandemic. While the first half of the year provided emerging opportunities to gather as a community for celebrations and fundraising events, these were once again halted by Covid from July onward. Despite this we were able to celebrate with a P & F led trivia Night as well as hold Mothers day stalls and Breakfasts.

We continued to hold our monthly meetings via Zoom. This has proved to be very successful and has allowed for parents to attend who sometimes find it hard to get to face to face meetings due to family commitments. The P & F looks forward to even greater fundraising opportunities in 2022.

A very big thank you to the whole teaching staff at Corpus Christi for dealing with everything that was thrown at them in 2021. They have shown that they can adapt to changes quickly, are flexible, resilient and dedicated to ensuring that the children`s wellbeing was their main focus in dealing with this year of many unknowns.

Student Body Message

When we started the year we didn't ever think we would spend months in lock down. We were excited to be back at school and back to most of our regular activities. As leaders we took on responsibilities to lead school assemblies, we were able to gather for Holy Week and special celebrations such as Mother's Day. We had a fantastic Winter Warmer day giving generous donations to St Vincent de Paul and the Refugee Hub.

Our School Parliament model continued and implemented some great new changes and awareness of causes – all of these projects led by our Year 5 and 6 students. We enjoyed opportunities to represent the school in Swimming and Cross Country, as well as Rugby Gala Day. Stage 1 and 2 enjoyed great learning excursions to Tocal Homestead and the Rocks. We enjoyed taking part in the Mini-Writers Festival online as well as specialist Basketball and Cricket lessons.

Even though this has been a challenging year we have so much to celebrate. On behalf of Corpus Christi, we would just like to take a moment to thank the staff at our school. Our teachers as well as Mrs Mulhearn and Ms McDermott. We enjoyed our online learning, and our Teams meetings were always a great way to stay connected – especially with Assembly and Weekly Music Trivia. We appreciate all you have done for us.

School Features

History of the School

Corpus Christi School, Waratah was originally established in a house in Alfred Street, Waratah owned by the Dominican Sisters, who, of course, also provided the staff. The former pupils remember the Rosary Convent School as a "...three-roomed cottage with a veranda and a folding door to divide the biggest room into two when necessary". A five classroom school was built in 1934 and in 1954 a second story was added.

In 2002 a two-story administration building, housing a new canteen, staffroom, library and offices adjoining the current building was built. In 2010, the school received a major renovation through the Federal government "Building the Educational Revolution" program. The Parish Hall and all classrooms were refurbished, specific learning areas created and each classroom installed with the latest technology.

Our school now has new extended playground spaces to include playground sized soccer fields, basketball courts, handball courts, sandpit, playground equipment and a fitness field as well as the north-facing imaginative play area called the Dominic Courtyard. In 2020 the school toilets underwent a complete renovation that embeds open, modern and functional design that further enhances the playground.

About the School

Corpus Christi caters for students in Kindergarten to Year 6 in the Holy Trinity Blackbutt North Parish. Our other parish schools are St John's at Lambton and St Therese's at New Lambton. Our local high school is San Clemente at Mayfield. We share important links with our local Dominican schools who are St Columban's at Mayfield, St Dominic's Centre, Mayfield and San Clemente at Mayfield, as well as a Dominican connection with St John the Baptist at Maitland and ASC St Mary's Campus, Maitland.

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
83	93	21	176

* 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 2021 was 94.37%. 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
95.47	93.96	95.05	94.60	93.76	93.00	94.74

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 2021:

Total number of staff	19
Number of full time teaching staff	6
Number of part time teaching staff	8
Number of non-teaching staff	5

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Teaching staff members utilised weekly PD meetings to participate in both registered and teacher identified PD drawn from the school improvement plan and PPD goals.

Day 1 - Governance

Annual staff induction training (Including WHS Site Induction) and Governance Paperwork

Day 2 - Additional Staff Development Day - 2021 Key Responsibilities, Timetables, Rosters, Class roles and Coordinated Whole School Start of Year Launch Weeks 1 - 3. Establishing PLT agendas and CMM structure

Day 3 - Faith Reason and Miracle

Professor Michael Denin - "Faith and reason are two wings on which the human spirit soars to the contemplation of Truth. Teachers are challenged to engage themselves and young people in a conversation between Science and Faith to show how they are not opposed but indeed can support each other

Day 4- Leading Learning Collaborative (a series of 5 Twilight Staff meetings)

Unpacking the bottom half of the Assessment waterfall from Lyn Sharrat's book Clarity. Unpacking the use of success criteria to develop assessment rubrics that guide qualitative and descriptive feedback and then using this to establish learning goals - teacher led and jointly constructed. Inviting parents into the conferencing about student learning.

Day 5 - Self Care for Teachers

Teacher wellbeing and mental health are important and contemporary issues in Education. Teaching is a demanding job, and as such, teachers are at risk of high levels of work related stress and burnout. Teacher stress impacts on the teacher personally, as well as on our capacity and quality in the classroom, on what we are able to provide to our students.

The purpose of the course is to develop greater awareness of these issues, and to improve teacher wellbeing and resilience through both psychoeducation and skill-building activities that focus on self-care, cognitive coping skills and mindfulness practices.

Day 6 - CPR, Emergency Care and Anaphylaxis

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)

We take pride in our Catholic Identity and express the Gospel values in all Key Learning Areas, as well as through the general life of the school. Inspired by our motto, Veritas, our core values of prayer, learning, service and community fuel our mission of “Together in truth and love, we EDUCATE. Together in truth and love, we CELEBRATE. Together in truth and love, we INSPIRE”. Those same core values inflame our vision to be "Reflecting the FACE OF GOD and equipping students for the CONTEMPORARY WORLD through EXCELLENCE IN EDUCATION for all".

Our school has a proud commitment to social justice action and community well-being. This remains at the core of all that we do and gives action to our shared faith. It is an expression of God's love in our lives. We commit to both social justice and ecological sustainability to ensure we live by Catholic Social Justice Teachings, in particular the Preference for the Poor and Care of our Common Home.

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

Leading Learning Collaborative

Corpus Christ has a focus on articulating learning and making it visible for all. It is well understood that by “thinking about thinking” and “learning about learning” we can augment the natural learning process. Rather than just coming up with the answer, learners are challenged to think about how they arrived at the answer and discuss different strategies in terms of efficiency and accuracy. They are challenged to think about their learning in reference to the learning intentions and success criteria for the task or unit. We do this with a series of consistent questions.

What are you learning? Why? (older students)

How are you going?

How do you know?

How can you improve?

Where do you go for help?

Religious Education

Religious Education takes place in both the formal and informal curriculum of the classroom and school. The formal curriculum deals with the knowledge, skills, attitudes and values related to religion and faith. As the children move through their schooling, their capacity to understand concepts and the teachings of Jesus and the Church grows and develops. The Religious Education curriculum covers content across four strands. JESUS and SCRIPTURE, HISTORY and BELIEFS, CELEBRATION and PRAYER, JUSTICE and MORALITY. As we begin to embed the new Religious Education Syllabus, we begin to dig

deeper into faith formation and invite students and teachers into a deep relationship with God through the pedagogy of encounter.

Other Key Learning Areas

English - Daily English Blocks of 100 minutes includes activities within the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation.

Mathematics - Daily Maths lessons of 60 minutes include learning focuses across the following strands; Number and Algebra, Measurement and Geography, Statistics and Probability and Working Mathematically.

Human Society and Its Environment (90 minutes a week) - Integrated reading and writing components with English. Content encourages students to study relationships between people, cultures and languages, with a special focus on civics and citizenship.

Science and Technology - (90 minutes a week) -Helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology across 5 content strands.

Personal Development, Health and Physical Education - Helps students develop self-esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle decisions. Includes Specialist PE lessons each Wednesday (35 minutes)

Creative Arts (90 minutes a week) - Students participate in the art forms of dance, drama, music and visual arts through creating and making their own works. Corpus Christi engages a specialist music teacher who delivers the curriculum content in music, dance and drama in weekly lessons of 35 minutes (Wednesdays)

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63%	54%	5%	11%
	Reading	74%	55%	5%	10%
	Writing	79%	53%	0%	7%
	Spelling	53%	50%	16%	13%
	Numeracy	47%	37%	5%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	23%	35%	9%	14%
	Reading	45%	41%	9%	11%
	Writing	27%	20%	9%	18%
	Spelling	45%	38%	14%	14%
	Numeracy	14%	29%	9%	14%

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 2021.

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

2021 saw a continued focus and embedding of the integrated Whole School Wellbeing Framework that combines the Be You Wellbeing Initiative, Positive Behaviours for Learning and Make Jesus Real programs. Launched in 2020, the commitment to the framework consisted of whole-school wellbeing focus,, explicit lessons to unpack these and awards based on each focus for each class. The explicit lessons were developed in a shared one note and teachers collaborated and contributed resources linked with each wellbeing focus that could be used across classrooms. The consistent language referencing the Wellbeing Framework resulted in students being upskilled in the management of their own wellbeing and also in their awareness of the wellbeing of others and how it links to the whole community.

The Whole School framework became an even more powerful tool to connect the community during the stresses and impact of the Covid 19 pandemic. Students were able to identify their own feelings and concerns and those of their families and community. The Wellbeing Framework was a great learning tool and resource throughout the remote learning period and as the student transitioned back to face to face learning.

Technology helped us sustain connections between home and school, and the wider community. We maintained community contact with online weekly awards assemblies and conducted online liturgies for the significant feast days throughout the year. Even while apart, students remained connected. They began to seek new ways to create these connections. The power of the Wellbeing Framework to promote respect in our interaction with each other and the responsibility to go give back to the community was evident throughout the year as it became embedded into school culture and dialogue.

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

In the domain of Catholic Formation and Mission, we continued our focus on Faith formation. We touched base on the Laudato Si PL conducted in 2021 in order to promote the Care of our Common Home as a key priority in our school. We invited staff to consider the pursuit of Faith and Reason or Science and explore how the two align and strengthened by the other.

Within the domain of Learning, we established high functioning Case Management Meetings alongside PLT meetings that enable discussion about the individual child (CMM) and cohort trend directing introduction (PLT). The Leading Learning Collaborative was explored further with the development of Assessment rubrics (constructed from Success criteria) forming the dialogue for descriptive feedback and directing the learning goals that were then set. We began to explore ways to involve student and parents voice into the conversation of Feedback and Goal Setting and this will be a direction of the new year.

The staff and student body once again responded positively to the impact of Home Learning for a full term. All students and staff were switched to and began using TEAMS platform to access learning, submit assigned tasks, participate in Video Conferencing and contact their teacher to clarify learning. Students also began to use connected platforms such as Kahoot, Forms, Canva and Insights (on COMPASS)

Priority Key Improvements for Next Year

Catholic Formation and Mission

- Monthly Masses
- Student Voice in Newsletter to reflect student led initiatives and Parliament focuses – inclusive of Aboriginal spirituality.

Learning

- Quality Feedback to Student to improve learning and form individual learning goals
- Communicating and Discussing Learning Goals with Parents and students

Leadership

- Case Management Meetings – Embedding
- Knowledgeable others sharing the Professional Learning responsibility

Wellbeing and Partnerships

- Specialist Support for Kindergarten Orientation (Speech and OT)

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 2021, Tell Them From Me (TTFM) survey data was able to track parent satisfaction with the school across areas such as welcome and inclusivity, safe and supportive environment (including positive behaviours), school/ home learning and open communication.

Parents indicated that they felt welcome at school and could contact teachers and that school communication was accessible. Parents strongly agreed that their child is encouraged to do their best work and the school supports learning.

When reflecting on how the school supports positive behaviour, strong data suggests that teachers have high expectations of classroom and playground behaviour, which is known and acknowledged in families. It was pleasing to note that our school stood strong when placed in regional and diocesan data.

The data from the survey gives the opportunity for feedback and feedforward in some important aspects of school life. Following two disrupted years of schooling there are opportunities to engage parents in meetings with teachers, engage parents in learning and invite families into the school.

Student satisfaction

Students in Years 4-6 completed the TTFM Survey. Information here summarises student responses.

Students indicated that their sense belonging in the school results in having friends they could trust and encourage them to make positive choices. The data reflects that students find school useful and that they try hard to succeed in their learning. Students also noted high levels of engagement with sports.

Students reflected on the faith life of the school and recognised that the school helps them how to be an active participant in prayer and liturgy.

A higher proportion (than the reference norms) indicated their engagement in homework and interest and motivation in learning was lacking. An area to continue to explore, monitor and encourage student voice.

Teacher satisfaction

Staff data from the TTFM survey demonstrated high and well above region mean data across a number of elements. Teachers recognise, the inclusive school, learning culture, collaboration and the use of data to inform practice.

Teachers noted that school leaders were instrumental in helping them establish challenging and visible learning goals for students. Linked to this staff noted the strength of collaborating with staff to enhance teaching practice, develop learning goals and provide for the needs of particular students.

The data demonstrated a drop in parent involvement, some of which can be attributed to the limitations of Covid safe schooling. We look forward to rebuilding our community partnerships. Teachers identified teaching strategies and the use of technology in the classroom as areas of development, which will form future strategic plans.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,859,953
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$519,309
Fees and Private Income ⁴	\$332,345
Interest Subsidy Grants	\$1,030
Other Capital Income ⁵	\$124,896
Total Income	\$2,837,533

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$678,712
Salaries and Related Expenses ⁷	\$1,956,114
Non-Salary Expenses ⁸	\$584,890
Total Expenditure	\$3,219,716

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 2021 REPORT