

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Joseph's Primary School

26C Bulahdelah Way, BULAHDELAH 2423

Principal: Bronwyn Underwood

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

About this report

St Joseph'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

St Joseph's Catholic Primary School is located in Bulahdelah. The school was founded by the Sisters of St Joseph in 1955 and is built on the land of the Worimi people. St Joseph's is a co-educational Kindergarten to Year 6 Systemic school situated in the Manning Region of the Catholic Diocese of Maitland-Newcastle.

Our school is an integral part of the Myall Coast Parish community. Together we are committed to deepening each child's knowledge of the Catholic Story and Catholic Social Justice Teachings, modelling christian values and providing opportunities for prayer, liturgy and service to others. Our Catholic identity positively impacts the life of the school.

St Joseph's is a place of learning excellence, providing quality teaching and learning programs that challenge and nurture creativity, critical thinking and innovation. We strive to provide a quality, inclusive Catholic education and our professional, highly qualified, dedicated staff work together to ensure the best outcomes for each child. All children are encouraged to work hard and achieve their personal best in all academic, cultural and sporting activities.

It is anticipated that this report will generate an awareness of our school's achievements and strategic improvement agenda, as well as provide thoughtful discussion regarding future direction.

Parent Body Message

We are very happy with the quality of education our children receive. The teachers are very committed to the school and the students. The school teaches to each child's level not their year level which helps the children progress at the appropriate pace for them, including progressing beyond their year level. The teachers provide some consistency to the school.

Student Body Message

It has been a pleasure to be school leaders this year. It has been really fun organising the assemblies and working in our peer support groups for MJR and STEAM. We have taken part in amazing, fun activities too. We organised Social Justice activities including raising money for Caritas and Catholic Missions.

It was another difficult year with a COVID lockdown and back to home learning. Our teachers encouraged and supported us when we were at home, learning. It was fun though, catching up with our friends and teachers on TEAMS every morning when we gathered for the school prayer and shared news for the day. We then worked in class groups on TEAMS with our teachers.

When school resumed after COVID, we were all excited to see each other and to get back to learning in the classroom. We have enjoyed some fun activities such as Cross Country and Swimming and Athletics Carnivals. Years 5 and 6 missed out on the school camp due to COVID. It has been a rough year, but we have had a lot of fun being school council representatives.

School Features

In 2021, St Joseph's School had 31 children Kindergarten to Year 6 enrolled from Coolongolook in the North to Medowie in the South. We had three classrooms - K-2, 3/4 and 5/6. Each year, our senior students transition to St Clare's High School Taree or Catherine McAuley Catholic College Medowie, for their secondary education.

In 1955, the Sisters of St Joseph came from Lochinvar to Bulahdelah and opened a Primary School. In 1957, the grades were extended to include secondary classes. These continued until 1966, when the secondary campus closed. While in Bulahdelah, the Sisters lived in the Convent adjacent to the school. The Convent was built in 1926. Today, the Convent is listed as a heritage building.

A new Primary School was built and opened on the site in 2006. The school is nestled under the beautiful Alum Mountain. Our school crest signifies our Catholic heritage and links to the local area. The school is located next to St Brigid's Catholic Church in Bulahdelah.

During 2021, minor maintenance projects were completed at the school. The works included painting of external fixtures and buildings. The school commenced planning for new playground features, inline with Successful Foundations and play based pedagogy.

In 2021, COVID impacted on our involvement in community events, as many were postponed or cancelled. We did however enjoy a close relationship with Bulahdelah Pre-School and visited the local Nursing Home when permitted. Students took part in the local ANZAC March in April. To strengthen our relationship with the local parish, children wrote letters to Parishioners of St Brigid's Church and very much enjoyed receiving a response.

During 2021, the Parents & Friends began transitioning to a Parent Engagement Group, but again due to COVID, progress in this was slow. The building blocks have been established which should allow for a smooth transition in 2022.

Many children represented at Regional and Diocesan level in Swimming, Athletics and Cross Country. One child was selected in the Manning Regional Basketball Team for Diocesan trials in Newcastle. Regional and Diocesan competitions in Spelling, Mathematics, Debating and Public Speaking were cancelled due to COVID. The Stage 3 Camp to Coffs Harbour was also cancelled due to COVID restrictions.

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
19	11	2	30

* 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 90.38%. 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
89.95	89.39	92.61	92.22	84.34	91.57	92.60

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	12
Number of full time teaching staff	3
Number of part time teaching staff	5
Number of non-teaching staff	4

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

Governance: Annual staff induction training (including WHS Site Induction) and Governance paperwork.

Religion and Staff Spirituality: Faith, Reason and Miracles Professor Michael Dennin.

Curriculum: support teachers in building a whole new perspective on Mathematics and engaging students in creative, open mathematical thinking by establishing **Number Talks** in the K-6 classroom.

Leading Learning Collaborative: Understanding the purpose, nature and co-construction of Learning Intentions and multiple entry Success Criteria as building blocks to student clarity in learning. Unpacking the Assessment Waterfall.

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)

St Joseph's Catholic identity is foundational to who we are in our local community. It is part of everyday school life here at St Joseph's. Catholic perspectives and the charism of the Sisters of St Joseph are woven throughout the curriculum and every aspect of school life. The sense of Catholic community at the school is reflected in the supportive and caring attitude of staff who always promote the school vision and motto of "Loving, Learning and Living Like Jesus".

An initiative in 2021 was the development of our Make Jesus Real formation groups that our Year 6 leaders led throughout the year. Each fortnight they would meet with their peer support group in the school and lead them through a formation session that touched on the themes of Make Jesus Real, Catholic teachings and social justice.

The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters and meetings between the Principal and REC. The principal is a member of the parish team, and, before COVID-19, the staff regularly attended parish events and the parish was always invited to school Masses, liturgies, and special events. Our student leaders, REC and Principal attend Diocesan Masses and ANZAC Day Community Services. This year our students have begun writing letters and Christmas cards to the parishioners who they had not been able to connect with due to COVID. The students visited the Bulahdelah Aged Care facility to meet with the residents and give them Mother's Day cards.

Catholic Mission, Caritas and Catholic Care are a focus for our school's social justice initiatives. Each year we hold a Mission Fun Day where the students run a Mini Mission Fete with all fundraising going to Catholic Mission. This year, however, this couldn't be held due to students learning from home. In its place we held a Socktober Event Day where the students made "sockballs" and held a penalty shootout with all proceeds going to Catholic Mission. We held a winter PJs day with canteen treats and donations going to Catholic Care. We also held other fundraising events through Lent with money raised going to Caritas.

St Joseph's implements the Diocesan K-12 Religion Syllabus. Religion is timetabled for 150 minutes per week and units include curriculum differentiation and a variety of learning activities to encourage deep knowledge and thinking and creative responses. This year, staff have taken part in formation opportunities around the Pedagogy of Encounter in preparation for the new RE Syllabus. Our staff spiritual formation day was "Faith, Reason and Miracles" presented by Professor Michael Dennin. This explained that science doesn't deny the existence of God and that faith and science can enhance one another when approached the right way.

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

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 Church grows and develops. The Religious Education curriculum covers four content strands: JESUS and SCRIPTURE, HISTORY and BELIEFS, CELEBRATION and PRAYER, JUSTICE and MORALITY.

Other Key learning Areas

All content from the Key Learning Areas of English, Mathematics, Science, HSIE, Creative Arts, PDHPE is governed by the NSW Education Standards Authority (NESA) and can be found on their website <https://educationstandards.nsw.ed.au>

English: Daily English Blocks of 120 minutes includes activities with the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation. This year in English, our focus was Writing - improving the pedagogy and outcomes of the children K-6. Children worked in

Mathematics: Daily Math Blocks 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: History and Geography (90 minutes each week), encourages students to study relationships between people, cultures, languages, with a special focus on civics and citizenship.

Science and Technology (90 minutes per week), helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology.

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 choices.

Creative Arts: Students participate in dance, drama, music and visual arts through creating and making their own works. COVID has restricted our work in Music, Dance and Drama during the year.

This year, some targeted children took part in the COVID Intensive Learning (CILS) project. Students who would benefit from small group and individual tuition in Literacy and Numeracy were identified to receive extra assistance, as a result of a reduction in learning due to COVID.

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	33%	54%	22%	11%
	Reading	33%	55%	22%	10%
	Writing	89%	53%	0%	7%
	Spelling	44%	50%	11%	13%
	Numeracy	11%	37%	33%	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	40%	35%	20%	14%
	Reading	60%	41%	20%	11%
	Writing	40%	20%	20%	18%
	Spelling	60%	38%	20%	14%
	Numeracy	60%	29%	20%	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

At St Joseph's there are many activities that promote respect and responsibility. The children are active in the school and wider community. Some activities include:

- Visits to the local Nursing Home and Pre-School and taking part in activities;
- Writing letters and making cards for sick/housebound Parishioners and aged care residents;
- Mini Vinnies Group;
- Catholic Mission and Caritas Fundraisers such as Soctober, Project Compassion, Catholic Care August appeal;
- Knitting trauma bunnies for the local Ambulance service to comfort children who require ambulance transport;
- Stewardship of Creation and Laudato Si: National Tree Day, World Environment Day – planning and coordinating student activities, school vegetable garden;
- Making Jesus Real activities in peer support groups;
- Deepening student understanding between catholic and Aboriginal Spirituality.

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

To establish a strong Catholic culture where all in the community have a shared commitment to the beliefs and values of our school.

Use the philosophy of MJR to support our school vision and mission statement.
Orientation and induction processes developed for students coming into the school.

To offer intentional formation opportunities that inspire and build the capacity of the community to deepen their relationship with Jesus and their willingness to live and proclaim the Good News to the world.

Implement a student leadership program to form Christian disciples with appropriate worldview, character and behaviour.

Stage 3 leadership day, SRC development.

Implement identified opportunities for staff formation from the Formation for Mission Framework.

Invite engagement with the Sacramental program and the life of the Catholic community.
Approach secondary Catholic schools to engage in transition programs.

Maintain and improve the priority and quality of Religious Education.

Leadership team ensures that there are termly staff meetings focusing on curriculum in RE.
PL around best practice in the teaching of RE.

PL in agreed practice in assessment in RE.

PL in agreed practice in differentiation and adjustment in RE.

Establish an approach to analysing and using data to inform the teaching of writing.

Review school writing scope and sequence

Research and engage in PL to approaches to teaching writing.

Online NAPLAN – moderation of writing PLT Terms 1 and 2

PETAA PD Imaginative Text – co construction. PLT/Staff Meeting Week 8 Term 1

PL to explore the explicit strategies and learning intentions aligned to each level in the Creating Texts learning progression.

Ongoing in PLT and evidenced in PP&D

Moderation of student work samples to align to the learning progressions and identify teaching strategies used to respond to student need.

School wide cold write assessments, focusing on student performance in an area identified through data analysis of 2020 and current writing results.

Priority Key Improvements for Next Year

Throughout 2022, offer a range of differentiated opportunities for evangelisation, catechesis and new evangelisation as part of the faith formation of the school community.

Leadership qualities of students are enhanced through a demonstrated understanding of Catholic Social Teachings.

MJR Groups, Social Justice initiatives, Stewardship of Creation groups.

Knowledge of Religious Literacy is enhanced through the implementation and development of Religious Education Modules specific to student needs.

Formation around the Pedagogy of Encounter.

Requirements of FEA are satisfied.

Staff attend Rediscovering Joy – Finding Wonder and Joy in the Word of God with Sr Mary Coloe.

Revisit and revise the school Vision and Mission statement -Twilight retreat.

By the end of 2022, all teaching staff will have improved their pedagogy in Numeracy as evidenced by the growth in student achievement.

Student growth plotted on data walls using learning progressions.

Differentiated pedagogy to align with targeted student's goals.

Learning Walks and talks

Learning Intentions

Success Criteria

Walls that teach

Students can articulate what they are learning and why.

Observation and feedback by Knowledgeable Other of teaching being observed.

Student progress evidenced in the use of the Gradual Release Teaching Model.

Consistency of teaching in Maths across the school as evidenced in planning, programming and assessing.

Utilise teaching strategies and tiered interventions identified in PAT/NAPLAN/Learning Progressions – Quantifying Number.

Aligning the Scope and Sequence to incorporate the Big Ideas in Mathematics.

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

Overall parents are very satisfied with and supportive of St Joseph's.

The 2021 TTFM survey captured the following suggestive responses from parents:

Greater visibility of the school signage as it just looks like a church there. The existing sign is faded and poorly placed and too small. Use social media outside the existing channels to expand your audience;

Opening the doors to some outside activities such as a play group may help families become comfortable with the school making St Joseph's the first thought when sending their child. Perhaps a market day/fair may also help the community become more familiar. Families may be concerned about the fees of a systemic school and may assume they can't afford it. Perhaps class sizes and weekly fees may help show families that they will be getting value for their money.

Student satisfaction

The 2021 TTFM survey captured the following responses from students:

Well its a small school, not many students and a nice place to stay;

Our school is friendly and small, that means there is very caring and nice students;

The big playground;

Nice play ground;

We need signs saying how well the teachers teach;

I love the school and it's amazing;

The education is good using new technology and new important stuff.

Teacher satisfaction

St Joseph's Bulahdelah is a fabulous school to teach at. The children are friendly and cooperative and always work hard to achieve their best both inside and outside the classroom. Families are supportive of the school and work with the staff to achieve great educational outcomes for their children.

The 2021 TTFM survey highlighted the following concerns from staff:

Cheaper - same fee structure across the Diocese is inequitable for families in low socio-economic regions such as Bulahdelah;

We need to promote further the great things that we do - for example, the higher level of 1:1 support due to small class sizes and high staff ratio;

More promotion of our great school in the local community.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$935,783
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$275,594
Fees and Private Income ⁴	\$33,072
Interest Subsidy Grants	\$6,360
Other Capital Income ⁵	\$20,611
Total Income	\$1,271,420

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$7,051
Salaries and Related Expenses ⁷	\$1,001,455
Non-Salary Expenses ⁸	\$255,556
Total Expenditure	\$1,264,062

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