

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*

ST KEVIN'S CARDIFF



St Kevin's Primary School

Main Road, CARDIFF 2285

Principal: Mrs Mary-Anne Jennings

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

About this report

St Kevin'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 that I present the Annual Report for 2021 from St Kevin's Catholic Primary School, Cardiff. We are part of the Maitland-Newcastle Diocese and an integral part the All Saints Blackbutt South Parish. St Kevin's is a small engaging school, that is developing and growing each year. St Kevin's is a coeducational Kindergarten to Year 6 Catholic school. There are currently 6 classes from Kindergarten to Year 6 with 1 composite classes within the school community.

St Kevin's school vision is based on "Nurturing Mind, Body and Spirit". We strive to develop our students academically, socially and emotionally, so they can be successful in life, with Jesus at the centre of everything they do. Respect and responsibility are promoted at St Kevin's through the ongoing Making Jesus Real approach. Teachers and student leaders discuss and demonstrate how to greet, treat, and speak to others. Our student leaders also assist fellow students in aspects of working hard and being a responsible learner. The senior student leaders lead by example in how to play games and follow rules, how to participate in group work and how to assist others in need.

St Kevin's strives for academic excellence across all fields of study. We are a Gifted Education Lead School where students who are identified as Gifted are provided with opportunities to excel in both Literacy and Numeracy. Senior Gifted Students have the opportunity to engage in the Virtual Academy, where they can work in areas designed around research and problem-solving tasks.

Indigenous Education at St Kevin's is embedded into everything we do and is an integral part of our whole school community. We live and learn on Awabakal Country and our Aboriginal students and families are from many Nations, including Gamilaroi, Yorta Yorta and Worimi. Our commitment is to deepen our understanding of the rich history of our First Nations people and their ongoing connection to Country for millennia, to acknowledging the impact of past injustices, and to the journey of Reconciliation which involves all Australians.

As Principal of St Kevin's, I am immensely proud of our students, programs and our continual progress. I believe it is the delightful people in our community including, parents, friends and staff, that makes the difference.

Parent Body Message

Strong sense of community, strong focus on social justice and equality. Teachers that go above and beyond to ensure students are given every opportunity even though they are in a small school. My children are supported, encouraged and challenged, but most of all they are

happy, they happily go to school and come home from school happy, this comes from the top and is a credit to the leadership team and their efforts to create a learning community.

I like how the school has dealt with the challenges of online learning and how much support they gave the students during this time. My daughter's teacher is amazing with my child who can be extremely anxious in certain situations. I am very pleased with our choice to send her to St Kevin's.

We like the support we are getting from the school's leadership team, staff, teachers especially during the homeschooling while on lockdown. I feel my kid has the opportunity to grow and blossom as a good individual if he continues to feel welcomed and supported by the school community.

I like all of the staff know the students whether they are in their class or not. It is a very caring school environment

Student Body Message

This year has been another unusual year for everyone.

After 7 years at St Kevin's, it is time for the Year 6 students to say goodbye. We are all looking forward to high school next year.

The 2021 schooling year started with the school leaders proudly representing St Kevin's on NBN news as the first pair of Indigenous School Captains at St Kevins. One of our first duties of being a School Leaders was to organize a fundraiser for new sports equipment. We decided to sell ice blocks for \$1 and raised \$543. Thank you to everyone that supported and helped us raise money to buy some great new equipment.

There were so many other things that happened in the first two terms. All the leaders got their badges with a blessing from Father Joseph. We represented St Kevin's for Catholic Schools Week and met School Captains from other schools. The whole school dressed up as a Farmer to raise funds for flood relief. Years 2-6 attended our sports carnival and we all did well, the whole school also enjoyed participating in soccer and gymnastics for our term sports. Members of the Newcastle Knights came to school and talked about resilience and teamwork, it was a great learning experience for everyone. We acknowledged National Sorry Day with a Liturgy as part of Reconciliation Week and during Naidoc Week we did weaving, sand art and dot painting on clap sticks. In term two Year 5/6 attended Great Aussie Bush Camp, there were so many activities to do like mud world, treetops, archery, the giant swing, fencing, raft building, game nights and roasting marshmallows by the fire.

While in lockdown we were back to online learning and one on ones with our teacher. We got to have a little bit of a sleep in, but we had to be ready by 9am for our team meets so our teacher could give out the work for the day.

Start of Term 4 we got the good news face to face learning was back. Kinder and year 1 were the first classes to get back to school on the 18th of October. While the rest of the school returned on the 25th of October. Year 6 were supposed to return a week before Year 5 but unfortunately that changed.

When we all came back, we were so happy to see our teachers and friends in person. Sadly, we had different lunch times and play times and infants and primary are separated. This is hard but at least we are at school.

School Features

St Kevin's Primary School is situated on the corner of Main Rd and Newcastle Street, Cardiff NSW. It draws students from the local 2285 post code, including Cardiff Heights and Cardiff South, together with Macquarie Hills and Cardiff North. St Kevin's Primary School is part of Blackbutt South Parish. Students from St Kevin's continue their Catholic education at St Paul's High School Booragul.

Our school opened as St Joseph's Primary School in 1917. At this time it was staffed by the Sisters of St Joseph, and the Sisters of Mercy in more recent years. The school enrolment at that time was 70 pupils. New buildings were erected in 1943 and extensions were added in 1969 and 1992.

In 2009 a new school hall was built. Renovations and refurbishments to the current classrooms were completed in 2015 providing new learning spaces reflective of current best practices and research. In 2018 the bottom playground was remodeled to include a new artificial grass area and climbing equipment. 2019 saw the school re-roofed and new toilet blocks completed. 2020 saw the southern facing wall repaired with new windows installed that will permit a good air flow through classrooms and the library.

St Kevin's participated in the Children's University Programme again in 2021 and had 11 students graduate by completing 100 hours of learning outside the classroom. Year 5/6 were able to attend School Camp at the Great Aussie Bush Camp at Tea Gardens in June. Sports in Schools were able to provide sessions in basketball, gymnastics and soccer in 2021. All excursions and cross school events for 2021 were cancelled in Semester 2 due to COVID 19.

The Parents and Friends Association continued to support St Kevin's in 2021. Fund raising event were held as online events and meetings were held using ZOOM. The P&F continue to support the school and demonstrate this through their fundraising and commitment to providing regular and updated books for the school library through annual subscriptions.

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
53	69	17	122

* 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 94.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.15	94.04	96.11	94.62	94.88	94.34	92.78

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	7
Number of part time teaching staff	6
Number of non-teaching staff	6

Total number of teaching staff by NESA category

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

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

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

Professional Learning

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

Summary of professional learning at this school

Staff development days were again restricted due to COVID 19. 1 day of whole staff engagement in PD was held via ZOOM in the area of Faith Formation - "Faith, Reason and Miracles. The Intersection of Science and Faith" - with Professor Michael Dennin.

Weekly staff PD was conducted Face to Face in Semester 1 and via ZOOM in Semester 2. We continued with our plans to implement the 14 parameters as outlined in Lynn Sharratt's Clarity - What Matters Most in Teaching, Learning and Leading. This is a CSO led initiative and we are part of Cohort 2 which will continue in 2022. 2 full days in March were held via ZOOM for PD on Assessment. Case Management meetings with Lynn Sharratt were also conducted in March to highlight and discuss St Kevin's journey in Leading the Learning Collaborative.

Learning Walks and Talks are now embedded in our school, with students identifying what they are learning and why. Staff also now embed Learning Intentions and Success Criteria when teaching Mathematics, which was an area of targeted PD in 2021. Staff engaged in PD around "Big Ideas" in Mathematics, refining the School Scope and Sequence in Mathematics.

Weekly PD has included learning in Gifted Education for the teaching staff, identifying gifted students and developing units of work to meet their individual needs. Aboriginal Education is also allocated time for PD during each term along with Religious Education and ongoing PD with Writing and Learning Progressions.

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 Kevin's Primary School is part of the All Saints Blackbutt South Parish. Our Mass Centre is St Kevin's Church, located adjacent to the school. Open communication is enjoyed between the school staff and our Parish Priest, the Parish Team, St Vincent de Paul society and members of the Parish Office. In 2021 school Liturgies were celebrated to mark the beginning and end of the school year abiding by COVID guidelines.

Other school liturgies were celebrated on special occasions including Ash Wednesday, ANZAC Day, Easter, Year 6 Graduation, the feasts of St Kevin and St Mary of the Cross MacKillop, again within our school community only, following COVID guidelines and restrictions. School Sponsored Masses were not held in 2021.

Students are assisted on their Spiritual journey through the implementation of Making Jesus Real. The Making Jesus Real programme is centred around the belief that we are the image of Jesus to all those people around us. We are His representatives and our actions should reflect His values. Jesus also made the comment that we are part of his family and that the ways we treat others should be reflective of the way we would treat Jesus. It calls on students "to work for peace, justice and the promotion of the common good of society" (Good News for Living, 2005, p. 110)

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 Kevin's continued to be engaged in Leading Learning Collaborative in 2021 that identifies 14 parameters that matter most in learning, teaching and leading. Parameters 1 and 14 of shared beliefs and understandings, responsibility and accountability, underpinned our whole school approach to improve student achievement. The focus in 2021 was in Mathematics, utilising PD in Big Ideas and Mathematics and best practice in the teaching of Mathematics to improve student learning and outcomes. Case management meetings were conducted to identify students at risk or students that required extension and enrichment. Gifted students have been formally identified through diagnostic testing and differentiation of the curriculum has been identified as a priority for these students. A Gifted Education Leader continues to work with teachers providing guidance and support to improving pedagogy in differentiating the curriculum to meet individual needs of identified Gifted students. A Learning Support Teacher ensures that the needs of students at risk in their learning are receiving funding and assistance in class as required through engagement with specialised literacy and numeracy programmes and providers. 2021 saw students again engage in online learning, working in Teams and on SeaSaw. This digital learning platform ensured that during COVID lockdown, learning and engagement in learning was able to be continued by the students.

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	78%	54%	4%	11%
	Reading	70%	55%	4%	10%
	Writing	83%	53%	0%	7%
	Spelling	61%	50%	4%	13%
	Numeracy	48%	37%	0%	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	43%	35%	14%	14%
	Reading	36%	41%	7%	11%
	Writing	29%	20%	14%	18%
	Spelling	50%	38%	14%	14%
	Numeracy	50%	29%	14%	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

Respect and responsibility was promoted at St Kevin's through the ongoing Making Jesus Real approach. Every week student leaders would share with the student body strategies in how to greet, treat and speak to others. They also addressed aspects of working hard and being a responsible learner. The student leaders led by example in how to play games and follow rules, how to participate in group work and how to assist others in need.

COVID-19 saw us engage in Online Learning using platforms such as Teams and ZOOM to conference and learn together. Use of technology promoted respect and responsibility for learning amongst the whole school community through establishing NORMS and protocols that were to be followed by all.

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

2021 saw improvements in the teaching of writing being embedded in our daily practice resulting in improvements in student outcomes in this area. 2021 also saw us embark on improving Mathematics learning outcomes. The introduction of "Big Ideas" and clustering of mathematical concepts saw a shift in pedagogy that improved student outcomes. Pedagogy was also improved through the introduction of Number Talks to commence all Mathematics lessons to provide feedback for teachers as to the strengths and areas of concern for their students mathematical knowledge and understandings. The ongoing use of Learning Progressions and Success Criteria in both Writing and Mathematics, saw teachers being able to accurately map the progress of their students identifying strengths and weaknesses.

The Leadership Team continued to engaged in a journey of learning around the work of Lynn Sharratt. 2021 has resulted in classroom teachers being provided with Professional Learning on assessment and feedback to students, and how assessment drives and guides pedagogy. The Leadership Team continued to engage in "Learning Walks and Talks" with the students to ascertain what they were learning and why, and where they could improve and where to get any help required in both Writing and Mathematics. Students are now fully engaged in their learning and can identify what they are learning and why, plus how they will judge their success and mastery of this new learning.

Priority Key Improvements for Next Year

2022 will see the areas of Reading and Comprehension being areas for improvement, along with problem solving strategies in Mathematics and Catholic Culture in RE.

External and internal assessment data has identified a need to improve student outcomes in reading and comprehension with a focus on Stages 2 and 3.

External and internal data has identified a need to improve student outcomes for students identified as "Gifted" in the areas of problem solving in Mathematics.

2022 will see St Kevin's utilise the Catholic Identity Tool to support teachers in ensuring that the Catholic culture of St Kevin's is a priority.

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

Parents are very happy with the welcoming and supportive nature of the school community. Parents feel that they can contact and reach out to staff about their children and will be listened to and assisted where necessary. Parents are very happy with the leadership and teaching staff at St Kevin's. The "Tell Them From Me" survey provided opportunities for parents to give feedback around communication, facilities, bullying and the faith life of the school.

87% of parents have been in contact with their child's teacher on more than 3 occasions in 2021.

95% of parents feel their child is treated fairly and Faith Life of the school. and not excluded due to cultural background, gender, Religion or disability.

Parents identified that their children were safe at school with 94% identifying that their child was never or hardly ever bullied.

83% of the parent body agree/ strongly agree that St Kevin's has an informative and supportive Faith Life where there are regular opportunities to engage in the Catholic Culture and faith Life of the school.

89% of parents are satisfied with the school facilities being well maintained and resourced.

Student satisfaction

2021 saw us again engage in the "Tell Them From Me" survey.

Students feel teachers are responsive to their needs and encourage independence with a democratic approach. There is a positive learning environment with clear rules and classroom behaviour. The students feel safe and have good friends. They identify that their teachers are good and helpful.

94% of students have friends at school they can trust and who encourage them to make good choices.

89% believe schooling is useful in their everyday lives and have a strong bearing on their future.

92% of students try hard to succeed in their learning.

Teacher satisfaction

Staff acknowledge and foster positive relationships between parents and the school. Staff acknowledge the need to constantly improve their pedagogy to improve student learning.

The "Tell Them From Me" survey identified the following strengths nominated by staff.

89% agree/strongly agree there is a shared responsibility for the Faith Life of St Kevin's, including activities that reflect our Catholic Culture and the faith Formation of staff.

78% feel that the school facilities are well maintained and resourced.

88% of staff feel there is effective leadership at St Kevin's.

89% of staff agree St Kevin's is highly regarded in the wider 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	\$1,493,215
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$409,923
Fees and Private Income ⁴	\$249,814
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$97,836
Total Income	\$2,250,788

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$51,650
Salaries and Related Expenses ⁷	\$1,596,176
Non-Salary Expenses ⁸	\$424,633
Total Expenditure	\$2,072,459

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