

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Jacqueline Wilkinson

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

About this report

St Patrick's PS (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 Patrick's Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland- Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. Currently, our school is experiencing healthy growth in enrolments.

Our school is an integral part of the St Patrick's Parish community deeply committed to the faith development of students and staff. Together we are committed to deepening each students' knowledge of the Catholic story and teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others.

Our parish priest Father Paul O'Neill, who regularly participated in the life of our school, sadly passed away during the year after a very short illness and will be deeply missed.

St Patrick's also prides itself on being a place of learning excellence by providing quality teaching and learning programs that challenge students and nurture creativity, critical thinking and innovation to develop each individual's full potential. We strive to provide a quality, inclusive Catholic education for the students in our care. Our professional, highly qualified and dedicated staff work together with energy and commitment to ensure the best outcomes for each child.

At St Patrick's Lochinvar we offer a broad curriculum providing a range of opportunities and experiences to foster growth and development. All children are encouraged to work hard and achieve their personal best, whether it is in the classroom, on the sporting field or through the many opportunities provided for their personal and spiritual development and all-round growth. We aim to meet the needs of each child as an individual and provide a range of specialist programs and services to meet individual needs. Whilst protected and nurtured, the children are also challenged to build their ability to thrive as capable young adults in the future.

Parent Body Message

It has been a challenging year for the St Patrick's Parents and Friends' Association (P&F). Due to COVID-19 restrictions, the P&F met via ZOOM and opportunities for parent involvement in school life were greatly curtailed. In previous years the P&F were involved in several key events, including Grandparents Day, Mother's Day and Father's Day stalls, School Discos and the end of year Family Christmas Night, along with significant fundraising opportunities (e.g., Colour Run).

Many planned events and activities for 2021 were cancelled due to the ongoing impact of the COVID-19 pandemic. As a result, our parent community faced the enormous challenge of finding ways to support the school, continue fund raising initiatives and connect with the wider community. We managed to raise approximately \$3000 through Covid-safe fundraising initiatives which included the Pie Drive and operation of the Athletics Carnival Canteen.

During 2021, our Teacher Librarian attended an onsite P&F meeting to share research into reading development and statistical information related to borrowing, and popular titles. As a result, the parent body donated \$5000 to the St Patrick's school library, for the purchase of novel sets to expand the range of titles and number of copies available for borrowing, to meet demand.

Student Body Message

Students at St Patrick's navigated a significant period of Learning from Home during 2021.

Our St Patrick's Lochinvar "Learning from Home" website was established as a one stop shop for the resources needed by parents to support their children.

Our Weebly featured timetables and tasks unique to each grade, Prayer Resources, Whole School Challenges, activities related to Aboriginal Education and ideas for Play.

Our teachers regularly checked in with students to provide instructions and feedback on work. In addition to this, we were encouraged to share examples of our work on this website, accessed through the "Work that I am proud of" tab where pictures were uploaded to share in the gallery.

Technology became very important. Many classes engaged in Zoom or Teams meetings or showcased their learning on Seesaw. Some children attended school during this period and engaged with their classmates via Zoom.

School Features

St Patrick's Lochinvar is a co-educational primary school catering K-6. The school was established by the Sisters of St Joseph in 1883 on the St Joseph's High School site. Construction on the current site began on August 15th 1983 and, although not quite completed, classes began on 6th February 1984 with more than 200 pupils. It was officially opened on March 17th 1984 by Bishop Leo Clarke. It reverted to its original name of St Patrick's to distinguish it from the secondary school of St Joseph's and to emphasise its standing as a Parish School.

In 2015, in response to enrolment interest for quality faith-based education, St Patrick's began welcoming three Kindergarten classes each year. In anticipation of continued growth, the school began Stage 1 of major building works in 2016, completed in 2017 and officially opened in 2018. Stage 2 works were completed in 2020, which included purpose-built, contemporary, flexible learning spaces and landscaped play spaces. Our pod design currently services Kindergarten - Year 4.

The school continues to experience healthy growth, and is now fully 3-streamed, accommodating 21 classes in 2021.

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
279	266	45	545

* 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 92.18%. 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
93.38	92.24	93.20	91.58	92.12	92.35	90.39

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	58
Number of full time teaching staff	20
Number of part time teaching staff	18
Number of non-teaching staff	20

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

This year all teaching staff engaged in two Professional Learning webinars with Katherin Cartright to explore the connections of mathematics concepts across the mathematics curriculum. These webinars supported our school planning, programming and development of scope and sequences in Mathematics.

Staff also undertook self-directed Professional Learning in the following areas to ensure that they could provide effective continuity of learning for students using online platforms.

- OneNote
- Seesaw
- ZOOM
- Teams

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 Patrick's Lochinvar aims to be easily identifiable as a Catholic school. We promote our Catholicity each day in many ways. We begin each day as a school and class using prayer, both formal and spontaneous. Each class has a sacred space as one of the focal points in the classroom.

Our theme for 2021 focused on a Journey of Encounter and called us to reflect on what it means to encounter God throughout our daily lives.

Each grade designed and created a class prayer canvas, brought forward in the Entrance Procession of our Opening School Mass (livestreamed for our community), which symbolised their commitment to our theme. Our prayer canvasses were then displayed prominently in our learning spaces for all to see.

We celebrated several Masses, liturgies and special assemblies throughout the year which allowed the students the opportunity to deepen their relationship with God and to move closer to living a life with Jesus as their role model. With the challenge of Covid-19 restrictions we found new ways to connect with our school community through offering our liturgical celebrations via online streaming software.

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

A change of direction, necessitated by COVID-19 restrictions and the move to Remote Learning meant that initiatives were adjusted to support students in the new circumstances faced. In 2021, teachers, students and parents alike adjusted for approximately twelve weeks of the year. Teachers engaged directly with students in a variety of ways remotely, and although this was no substitute for presence at school, there was very positive feedback from parents as to the effect overall. The school also worked hard to support different circumstances of families in their various struggles to support the agenda for Remote Learning. Some had greater success than others, but all were assisted to engage their children as fully as possible.

The introduction of our Learning from Home Weebly was positively received. Most respondents welcomed the initiative and the efforts of staff to provide support in difficult circumstances.

1. Most respondents rated the communication of whole school management protocols by the executive during the lockdown period, as clear and concise. 87% of responses fell in the agree/ strongly agree range.

2. Parents were asked to identify the most prevalent methods teachers used to communicate regarding learning from home (multiple answers were accepted).

- 74% of respondents identified Class Dojo
- A further 67% identified Seesaw
- Followed by phone (55%), Compass (53%) and Email (35%).

- 91% of respondents had phone contact from school staff, with 78% rating this method of contact useful.

3. 93% of respondents had accessed the Learning from Home Webpage.

- By popularity, 85% had accessed the Class pages (including timetables and activities), 47% accessed the Zoom meeting timetable, followed by 44% using the Library page.

- The majority (77%) reported that their children found the work provided by teachers, easy to access and the amount of work provided was adequate (83%).

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	62%	54%	9%	11%
	Reading	64%	55%	10%	10%
	Writing	57%	53%	9%	7%
	Spelling	61%	50%	10%	13%
	Numeracy	57%	37%	6%	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	38%	35%	11%	14%
	Reading	36%	41%	8%	11%
	Writing	14%	20%	14%	18%
	Spelling	29%	38%	14%	14%
	Numeracy	17%	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

St Patrick's Primary School seeks to be a place of belonging where we all respect the basic dignity of the human person, and all are treated respectfully. We continue to adopt a holistic approach to education with a focus on developing the full potential of each individual.

Our school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways.

Making Jesus Real (MJR) is a continued focus of St Patrick's. This resource supports our Religious Education Program. MJR encourages us to connect with the Jesus within us, as well as with the Jesus who dwells in the people around us. It is the way we live and reflect on our daily lives, recognising the GOD Moments which help us to see the goodness in our lives and in the lives of others.

Students, teachers, and parents are regularly reminded of the school's commitment to our school values by explicit teaching, newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Specifically, the 'Spirit of Jesus' (Making Jesus Real) awards are presented at our fortnightly whole school assemblies. We also recognise positive and consistent behaviour and attitude with the presentation of Shamrocks, Principal Awards, Merits and 5 Star Awards.

During the 2021 school year, students participated in the St Vincent de Paul Winter Appeal (in which students wore their winter PJs to school) to raise money to provide emergency relief to people at risk and experiencing homelessness.

Liturgies were held to recognise Indigenous Australians during Reconciliation Week. Students acknowledged National Sorry Day by re-enacting the 2000 Sydney Harbour Bridge Walk and planting feet in the bush tucker garden to represent the footsteps we must take towards reconciliation.

Harmony Day was celebrated to pay respect to other cultures in our community and students took part in a poster competition, celebrating inclusivity and diversity in our school community and our country.

Anzac Day was respectfully, reverently, and solemnly acknowledged, connecting our families and wider community. Our school leaders attended the local Remembrance Day Service, acknowledging the sacrifice and service of those touched by war.

Due to the COVID-19 pandemic, there were limited opportunities for the school to be involved in community outreach. In addition to the restrictions placed on schools during this period, fundraising initiatives were minimised to assist in easing the financial burden placed on families. To ensure the safety of the community, planned monthly visits to the local retirement village, where students would normally spend time entertaining and speaking with the elderly residents, were cancelled.

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

At the beginning of 2021, staff were engaged in professional learning to support their understanding of criteria-based marking linked to NAPLAN writing samples. Resources included analysis of the following- sentence structure, vocabulary, persuasive devices and text cohesion.

Follow up PLTs focused on the NAPLAN Marking Guide and moderation of student writing samples. Writing data was collected, moderated and recorded from K to Year 6, with staff working to implement learnings from the work of Sheena Cameron. Research of Dr Lyn Sharratt (Clarity) underpinning the Leading Learning Collaborative (LLC) was used to track progress using data cards and data walls. Results continue to indicate writing as an area of opportunity to be consolidated with the re-launch of the LLC in 2022.

It was necessary to make changes to the 2021 School Improvement Plan in order to respond to the COVID-19 pandemic and its implications, particularly in relation to the Remote Learning agenda. This entailed staff and students engaging in learning in various online contexts. Use of Teams, 'Zoom' conferences for delivery of lesson content and small group instruction (InitialLit lessons) were examples of this, as was a range of contemporary applications for online learning and connection. The school was well-placed in this regard as the BYOD agenda and staff engagement with Seesaw and Class Dojo were drawn upon with much success. Class teachers and support staff worked extremely hard to support students, whether at home or at school during the period when restrictions were in place.

Professional Learning Teams were organised and coordinated throughout the school year. There were designated meetings each term which reflected the needs of the school and staff. While meeting sessions primarily focused on data analysis, direction and change, and staff professional learning, there was obvious need during the pandemic to use these opportunities to develop remote learning tasks and protocols for consistent delivery of curriculum and wellbeing initiatives.

Priority Key Improvements for Next Year

The staff of St Patrick's will re-engage with the Leading Learning Collaborative and align learnings from this project in the context of Writing. All teachers will continue engagement in professional conversations as part of Professional Learning Teams, evidencing highly effective assessment and instructional strategies in all classrooms.

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 a number of formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures and gauge feedback in a number of areas, including the Tell Them From Me Survey initiative.

Our school participated in the External Review process, supervised and supported by the Catholic Schools Office. This process offers the school the opportunity to review all aspects of school life and plan for the next three years. During this process several staff, parent and student surveys were conducted to gauge the opinion of all members of the school community.

Parents and carers, students and staff were invited to complete online surveys providing feedback on the school's performance in areas affecting learning, teaching and the daily operation of the school.

Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning taking place, the administration of the school and the partnership they experience. St Patrick's is supported by many families who make a significant contribution to building and sustaining our community through their efforts. We have many willing helpers who are generous with their time, funds and energy to ensure our community flourishes and our reputation is upheld.

Student satisfaction

The students of St Patrick's speak positively about their school and their teachers. The children are very involved in all aspects of school life and readily assist staff to improve our school.

Students feel very fortunate to have a variety of play spaces suitable for different activities. These include active play areas (basketball and handball courts, open fields for soccer), play equipment (climbing frames, spider-web, balance beams), and sticks & stones construction areas (including sandpit play and water play).

When surveyed, 79% of students in Year 2-6 Agreed/Strongly Agreed with the statement that “Our school is a friendly and welcoming place” and 92% confirmed that “Teachers care about my progress and expect me to do my best.” Students report feeling supported in their learning and knowing where to go if they need help.

Teacher satisfaction

St Patrick’s school has a great reputation in the Diocese. Our staff are highly motivated, and our retention rate is very strong. The staff agree that the school has a strong Catholic Identity, that teaching and learning is of a high quality, that there are ample opportunities for professional learning and that the school is well administered.

The teaching staff at St Patrick’s meet on a regular basis, focusing on professional learning and improving student outcomes. All staff meet in a range of other forums contributing to team and school goals. Staff work hard and are to be commended for their dedication and professionalism.

The strongest feature of the school recognised by the staff is the obvious atmosphere of care for students and colleagues and the focus on collaboration and collegial support.

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	\$5,094,096
Government Capital Grants ²	\$201,296
State Recurrent Grants ³	\$1,500,278
Fees and Private Income ⁴	\$1,058,957
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$341,386
Total Income	\$8,196,013

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$398,328
Salaries and Related Expenses ⁷	\$5,490,064
Non-Salary Expenses ⁸	\$1,939,937
Total Expenditure	\$7,828,329

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