

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



Holy Family Primary School

19 Janet Street, MEREWETHER 2291

Principal: Ann Jackson

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

About this report

Holy Family 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

The Holy Family story dates back to its opening in 1961. As a Josephite School, founded in the tradition of Mary MacKillop, we belong to the Catholic community of the Maitland-Newcastle Catholic system of schools. Grounded in Josephite tradition, Holy Family has built a fine reputation in the community that nurtures the whole child, spiritually and academically.

Holy Family holds to its heart the core values of Courage, Compassion, Dignity and Humility which align with the personal characteristics of our House Patrons - St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict respectively. The charism of the Holy Family, in addition to that of our House Patrons, serves to guide and nourish us in a faith that has the family at its centre and our core values at its heart.

As each family joins our family, we promote our Catholicity by trying always to be the face of Jesus to them. Our teachers continually strive for excellence as life long learners through ongoing professional learning and development. Our students are encouraged to be resilient, respectful and responsible, and to engage in caring interactions with each other and members of our community.

At Holy Family, the dignity of each of its members is respected and nourished, aligning with, and responding to, our sense of Gospel values. We partner with parents to ensure all children are celebrated and supported. As a community of teachers, parents and students, together, we ensure that we maintain our tradition of spiritual immersion, educational excellence and community advocacy that makes Holy Family such a special place to live out our vision to love, to learn and to serve.

Parent Body Message

Holy Family has a longstanding strong culture of parent involvement and volunteering. The impact of Covid 19 on parent engagement throughout 2021 was significant.

Many people support our school on a regular basis with their time including the coordination of the uniform shop and running the canteen. Many others assist with events such as Mother's and Father's Day stalls, the Father's Day stall being a skillfully managed 'click and collect' system this year. We had organised a fun-filled Olympic-themed school disco which unfortunately, due to Covid restrictions, had to be cancelled. Covid restrictions also altered our planned soiree at 48 Watt St. After many date changes due to covid restrictions, in November, we used the venue as a friend-raiser to farewell our year 6 parents. Our P&F

also provided food and cake for the year 6 student farewell event. We are grateful for the dedication and commitment of all who shared in the organisation of these events for our school.

At our first P&F meeting, at our Principal's request, our P&F agreed to pay for 10 Liturgical gowns and a new Book of the Gospels. Both these items have elevated our school liturgies. Our most significant P&F project for 2021 was the transformation of the garden in the Passive Play area. This project was completed in the school holidays, and it was a beautiful surprise addition for the children when they returned back to school after home learning.

Our P&F was presented with a comprehensive presentation of a proposed PV system for our school. The P&F agreed to dedicate \$25,000 towards environmental initiatives in 2022, to be researched by Chris Royal in consultation with the environmental officer at the CSO.

In 2019, we agreed that our P&F focus for 2020 was to improve our school oval. Unfortunately, Holy Family building project delays have prohibited this goal from being completed. The school and P & F executive met with a CSO approved contractor to draw up concepts to be approved by the CSO, so we can put this out for tender. All funds raised for playground improvements have been provisioned to complete this project.

P & F President

Student Body Message

Leadership preparation at Holy Family is an important part of being a senior student in our school. 2021 saw the Student Leadership model overhauled in line with our school patronage. To this end, in term 3, Year 5 students were invited to submit an 'Expression of Interest' for a senior leadership position of either Mission, Learning or Wellbeing within their house team of MacKillop, Francis, Chisholm or Benedict. In total, twelve children were chosen for these positions and from within these twelve, two School Captains were elected.

However, Leadership does not just fall to the elected representatives but is also demonstrated with the role all senior students take on as a 'Buddy' to our new Kindergarten children. We attend training sessions with the Year 6 and Kindergarten teachers who talk to us about our roles and responsibilities. This is a very important part of being a Year 6 leader.

Our Mini Vinnies team grows bigger and stronger every year and 2021 was no exception. Being part of Mini Vinnies is another facet of leadership at Holy Family. Our Social Justice programs need the support of this group who actively fundraise for the disadvantaged, the

homeless, those with mental illness and refugees in our community. In 2021 our involvement in the Winter Appeal was so well supported by our community.

School Features

Holy Family primary school caters for children Kinder to Year 6. Children from Holy Family continue to St Pius X Adamstown for their secondary Catholic education.

The school has a history built on the traditions of the school's founders, the Sisters of St Joseph. This history is especially celebrated in our environmental initiatives as we strive to preserve our native plants and coastline, modelling authentic stewardship of the environment.

Through our rich Josephite history, we deeply acknowledge the importance of the presence of God in the lives of our students, parents and staff. We also recognise through the history and traditions of our Josephite sisters that we are called to be authentic witnesses in our faith community, truly-centred in the life of the school around our catholic teachings and values. In providing our students with the foundations of a Christ-centred life, we are providing them with the tools for emotional and spiritual wellbeing within a vibrant, connected, faith-filled community.

During 2021 building work was commenced that will see two classrooms refurbished and an additional two classrooms added. In addition, the old school hall will be modified to make way for an OOSH, new canteen, office space and storage. Blinds were installed throughout the school.

Two gardens were planted out; one in the passive play area and another indigenous bush tucker garden under the flagpoles. The re-greening of the school will continue into 2022.

Our coastal environment and close proximity to Merewether Beach provides us with an excellent outdoor learning space and one that we are only too happy to avail ourselves of!

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
118	123	25	241

* 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 94.19%. 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
93.43	96.06	95.15	93.91	95.38	93.78	91.64

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	31
Number of full time teaching staff	7
Number of part time teaching staff	15
Number of non-teaching staff	9

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

The ongoing professional development of each staff member is highly valued at Holy Family. Professional learning can take many forms including whole school staff days, subject specific inservices, meetings, webinars and conferences and a range of professional learning programmes 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.

Many of our planned professional learning experiences had to be postponed due to COVID. However, our school was part of the Leading Learning Collaborative work in 2021 and engaged with the 14 Parameters Learning Framework of Lyn Sharratt. In addition, we began work on our shared practices and understandings in Reading led by both CSO staff and our Pedagogical Mentor. Much of our professional learning was in developing a new Vision and Mission statement for our school as well as defining our School Expectations. The process for doing so was transparent and engaged staff, students and parents so that all stakeholders could claim ownership of, and engagement with, the vision of Holy Family.

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)

Holy Family Catholic Primary School, Merewether Beach is steeped in the history of the Sisters of St. Joseph and associated traditions which are grounded in Service to Others and the Environment. During the course of 2021, the staff of Holy Family worked closely with CSO staff to reimagine our Mission and Vision Statements. By the conclusion of 2021, in consultation with our community, we had forged the following Vision statement:

Inspired by Jesus the teacher, we love, we learn, we serve.

Our Mission is thus:

To love with justice, dignity and respect for all

To love as disciples of Jesus

To love through stewardship of creation

To learn to be collaborative, life long learners

To learn to be resilient in the face of challenges

To learn to be courageous citizens for a fair world

To serve by sharing our gifts with humility

To serve by caring for others with kindness and compassion

To serve by helping others in need

Our school's vision and mission reflects our desire to forge relationships with others, and the world beyond our borders, based upon discipleship and grounded in Gospel values. At Holy Family, we strive to be an authentic, universal family where everyone feels welcome and valued.

In addition to developing our Vision and Mission statements, Holy Family reexamined our connection to our patronage: The Holy Family, St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict. Each patron was identified through a particular value: Courage, Compassion, Dignity and Humility and these are now recognised as our School Core Values. As a school, we now celebrate each of our patrons on a special day throughout the year.

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

Areas of Focus 2021

Mission

- Support and encouragement of staff to access new programs and initiatives in the domain of Faith Formation so that they may be active contributors to the mission of the Church.
- Staff professional development in Mission and Vision of our Catholic school and continued engagement with the three-year Spirituality Framework of 'Heads, Hearts and Hands'. This year the focus was on 'Heads' looking at the intersection of faith and science.
- Developing an understanding of the biographies of our patrons and connection with them.
- Building visibility of the Holy Family throughout the school.
- High quality delivery of a contemporary and relevant Religious Education Curriculum, K-6.
- Development of a Student Leadership Framework with our patrons at its centre.

Teaching and Learning

- Review student NAPLAN data and PAT reading assessments. Participate in a gap analysis with whole staff. Triangulate this data with CogAT.
- Staff design lesson sequencing within programs to address areas of comprehension.
- Utilise NAPLAN reading strategies, PAT resources, Revise, Revisit, Retell.
- Embed Learning Collaborative Strategies and 14 parameter research (Sharratt) to build teacher capacity in order to improve student growth and achievement.

- Continue to implement learning from the LLC professional development especially Learning Intentions and Success Criteria.
- Pedagogical mentors supported the teaching of reading, in particular, comprehension, by using a coaching model.
- Professional Learning Teams to discuss and establish consistent best practice in the teaching and learning of English (impacted by Covid).
- Instructional Walks and Talks begun looking at the classroom environment as the 'Third Teacher' (impacted by Covid)

Wellbeing

- Continuing the role of the Pastoral Care Worker (PCW).
- Development of Universal School Expectations in consultation with staff, parents and students around the acronym HFMB - Help Others; Feel Safe; Make Good Choices; Bounce Back. Each of these were fleshed out and advertised to the wider school community for review and the following established under each expectation:

Help others: We are inclusive

Help others: We care for each other

Help others: We work together

Feel Safe: We listen to our feelings and ask for help

Feel Safe: We stay in safe places

Feel Safe: We use safe hands and feet

Make Good Choices: We are kind and fair

Make Good Choices: We think before we act

Make Good Choices: We care for our environment

Bounce Back: We accept challenges

Bounce Back: We try our best

Bounce Back: We forgive others

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	85%	54%	0%	11%
	Reading	62%	55%	0%	10%
	Writing	79%	53%	0%	7%
	Spelling	70%	50%	0%	13%
	Numeracy	59%	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	50%	35%	11%	14%
	Reading	64%	41%	7%	11%
	Writing	36%	20%	4%	18%
	Spelling	50%	38%	4%	14%
	Numeracy	39%	29%	7%	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 are key values held by Holy Family Catholic Primary School. During 2021, many discussions were held with our staff and students on how best to encapsulate these values. As a consequence, our School Expectations were developed as reminders that, as disciples of Jesus and stewards of creation, we respect others and our environment and take responsibility for their care. The expectations decided upon fit nicely into our school acronym - HFMB:

Help others

Feel Safe

Make Good Choices

Bounce Back

Holy Family school community continued to seek ways to raise awareness of and care for our natural environment during 2021. Our avid gardeners continue to care for and maintain our vegetable gardens. We continue to compost our food scraps to facilitate the production of Worm Wee which is then sold to our families as a very rich fertiliser. Being part of such groups teaches the students the need for cooperation, respect of others views and the understanding that every person has a responsibility to care for our school environment and our local environment. Community spirit is certainly alive and well at Holy Family.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

In 2021, Holy Family achieved the following:

- Built teacher capacity in order to deliver high quality pedagogical practices in Religious Education.
- Began developing the charism of Holy Family
- Developed a school vision and mission
- Developed School Expectations
- Staff engaged in a spirituality retreat at Nelson Bay
- Built teacher capacity and understanding around ensuring that every student demonstrates at least one year's growth in their learning per year.
- Engaged a staff member to take on leadership in Aboriginal Education and in Positive Behaviour for Learning
- Developed our understandings around the Leading Learning Collaborative initiative of Lyn Sharratt.
- Engaged in discussions around non negotiables for the English block.
- All staff meetings were opportunities for professional engagement.
- Began our journey developing a Culture of Thinking.

Priority Key Improvements for Next Year

In 2022, Holy Family will continue to focus on providing rich learning experiences based on the analysis of data. Areas of focus will therefore be:

- Within our community of parents, staff and students, to have an increased awareness and understanding that our Holy Family charism and core values are inspired by scripture.
- Embed shared understandings and shared practices in English and Mathematics.
- To develop shared responsibility for professional learning and engagement
- Professional learning in Mathematics especially in Problem Solving and Number Sense.
- Develop a rhythm around Professional Learning Teams, having weekly grade meetings from term 2 in order to enable shared practices within the English block based on data.
- Cultures of Thinking Professional Learning especially in the eight cultural forces.
- Embedding Get Reading Right and Spelling Mastery across the school.
- To engage an Aboriginal Education Officer and PBL leader
- To develop our PBL Framework and broaden Aboriginal Perspectives
- To continue developing our understandings around Clarity and the 14 Parameters
- To re-build community after two years of Covid restrictions.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The 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.

Parents acknowledge the school is friendly, supportive and community oriented. Attendance at school events such as liturgies, Masses, assemblies and sporting events indicate a high level of interest and involvement by parents and carers.

Award assemblies are always extremely well attended. Special events such as Mothers day, Fathers day and Grandparents day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading groups and also sporting events. This extra help and support is highly valued by the staff.

During Covid restrictions the school worked hard to involve parents as much as was possible by using our school facebook page, SeeSaw platform, zoom and live streaming special events.

Student satisfaction

The students of Holy family are very proud of their school. The learning undertaken is highly valued. Ex-students often relay to staff how well prepared they felt for high school. Friendships and the social groups formed here at Holy family are extremely positive and a good foundation for lifelong connections.

The continuation of our leadership program for senior students continues. The modelling of this provides excellent formation opportunities for our younger students.

Leadership positions are seen as important and a worthwhile goal for which all children to strive.

Teacher satisfaction

The teaching staff are committed, highly motivated professionals. The collegiality of the staff is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage children to always do their best.

The staff are open to professional development opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

Staff pray together on a weekly basis and support each other in an inclusive and pastoral manner.

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	\$2,309,423
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$658,227
Fees and Private Income ⁴	\$472,484
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$174,610
Total Income	\$3,614,744

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$436,809
Salaries and Related Expenses ⁷	\$2,428,759
Non-Salary Expenses ⁸	\$827,660
Total Expenditure	\$3,693,228

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