

# 2019

## ANNUAL SCHOOL REPORT

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*Together in Christ*



### St Paul's PS

90A Gillies Street, RUTHERFORD 2320

Principal: Doug Garnett

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[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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St Paul'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.

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## Message from key groups in our community

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### Principal's Message

Many people are responsible in making St Paul's such a great school who assisted in the development of the school, in particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Paul's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Our school offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

The students attending St Paul's come from increasingly diverse backgrounds and we endeavour to provide a welcoming community in which we celebrate diversity and promote inclusion. St Paul's is a family oriented school where strong ties with our families have been forged to create a partnership in the ongoing growth and development of each and every student.

St Paul's fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. As ever, there were many opportunities during the 2019 where our students had the chance to demonstrate their vast array of talents; academically, culturally or in the sporting arena.

### Parent Body Message

The Parents and Friends have had another active year. A good deal of P&F funds during 2019 were dedicated to the canteen and stocking the uniform shop to enable the school to supply these at low cost to our families. The P&F also provided in excess of \$9000 to support in the purchase of interactive display panels in the classrooms. Every year the P&F works to build the community spirit of the school by hosting a school disco for the students and supporting barbecues for the school community. As usual the P&F ran successful Mother's and Father's Day stalls and had a well received Easter raffle.

In 2019, St Paul's parents have once again shown what an asset they are to our school community. St Paul's parents are heavily involved in school life, both at school and for extra curricula activities. That said, it would be wonderful to see the P&F grow in future years and, as outgoing president, I would encourage parents, old and new, to come along to meetings, have a say, get involved and enjoy the company of others who want to help support all our children to have the best education and a wonderful school experience.

## Student Body Message

St Paul's has made us what we are today. From the first day of kindergarten when we walked through the gate we knew we were coming to a great school.

Our teachers worked hard and gave us a great education. We have loved our chances to do sport, art and music. We have enjoyed many opportunities for excursions with our highlights being the Great Aussie Bush Camp in year 5 and our big trip to Canberra this year.

It has been a privilege and honour to represent St Paul's as captains in 2019. This year all of us in Year 6 enjoyed being buddies with the kinders and leading the peer support groups.

High school might be a little frightening for some of us as we have always felt safe at our primary school. We will leave the school with many great memories and we are thankful to our parents for choosing St Paul's to be our school.

We will miss everyone at the St Paul's, appreciate it while you are here. (2019 School Captains)

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## School Features

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Founded by the order of the Sisters of Mercy, St Paul's celebrated its 50th anniversary in 2007. The school began with 64 children enrolled from K-6. In 1965 the Infants school relocated to Monte Pio at Campbell's Hill and remained there until 1981 when it returned to the Rutherford site. The school has had three major building constructions and expansions within the last 10 years due to Capital Building Grants and the Building the Education Revolution.

St Paul's is currently a two stream school with fourteen straight class groups. In addition to the NSW Curriculum the school is able to offer specialty Music and PE lessons.

St Paul's is located in the Hunter Valley, forty kilometres from Newcastle and services Maitland's western suburbs of Telarah, Rutherford and Aberglasslyn and the new housing developments of McKeachie's Run and Anambah. The socio-demographic of the population has been defined as, 'fairly typical of developing urban fringe areas, comprising established young families who are relatively time poor and thus require conveniently located facilities.

St Paul's students have the opportunity to participate in a variety of academic, cultural and sporting pursuits at local, regional and state levels. During 2019 St Paul's students participated in the Tournament of Minds, competitions run by the Universities of Newcastle and NSW, Public Speaking, Debating and chess competitions. St Paul's students also represented at higher levels in Rugby League, Soccer, Netball, Athletics, Cross Country, Swimming, Cricket and Basketball and, during 2019, all students from Kindergarten to Year 6 participated in a specialised Gymnastics program

In addition to their regular lessons students had the opportunity to extend themselves as part of the school's Rock Band program, school choirs and by accessing the specialist instrumental tuition on offer.

One of the great highlights in 2019 was the celebration of our second School Spring Fair. The hard work of the teachers and staff, many of whom provided countless hours outside of their expected roles, resulted in another wonderful school community event. Another big crowd was in attendance to enjoy the warm spring evening and the students and their families were able to enjoy rides and sideshows, food and drink, and purchase plants, books, crafts and bric-a-brac.

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## Student Profile

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### 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 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
184	207	30	391

\* 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 2019 was 92.11%. 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
93.40	92.40	93.10	93.30	92.10	90.30	90.20

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	44
Number of full time teaching staff	14
Number of part time teaching staff	12
Number of non-teaching staff	18

### 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 included:

- Differentiation in Mathematics;
- Adapting the new Science and Technology syllabus to better suit our local context;
- Completion of Vision and Mission Statement;
- Literacy and Numeracy Progressions training;
- Individual staff members participated in learning in such diverse areas as, English, Critical Incident Management, Anaphylaxis, sport coaching, ASD and Dance;

St Paul's is a Professional Learning Community and as such the teachers collaborate in Professional Learning Teams. Based on the stages of learning, the teachers from these teams meet several times a term to discuss their teaching programs, to monitor the progress of all students and to plan for the future learning.

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## Catholic Identity and Mission

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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)

During 2019 the school completed work on the schools Mission and Vision Statement. The promotion of this statement to the wider school community will be a priority for 2020.

The new school year commenced with an Opening School Liturgy where new staff members were welcomed and school leaders and Mini Vinnies members were commissioned for the year ahead. The conclusion of the school year was also recognised in a liturgy as we farewelled the Year 6 students, families moving on and teachers who were moving to new schools.

During 2109 at our morning assemblies assemblies we prayed our school prayer which was often followed by readings from the scriptures, according to the structure of the liturgical year. Feast days and special days, such as the Feast of St Peter and Paul, and Mary MacKillop were recognised with whole school liturgies. Whenever the St Paul's community gathered for special occasions, including assemblies, we acknowledge the traditional owners of the land.

The school continued to be the link with the parish for families in 2019. Parish and school news and events were communicated to the other via newsletter and at attendance at Parish meetings. The school supported the Sacramental team by advertising upcoming events and teachers being at the reception of the sacraments. Children were recognised at morning assemblies if they had received the sacraments the previous weekend. During 2019, the students participated in the Sunday Mass once per term and hosted morning tea to connect with our parishioners.

Catholic Schools Week is always an exciting week and was again in 2019. The week commenced with a special Catholic Schools Week Liturgy and was followed by open classrooms and fun activities in the afternoon.

All classes were involved in Easter celebrations. The students from a range of classes took part in the reenactment of the special days in Holy Week. The parish and parent community were invited to attend and supported it well. A group of students travelled to Kilaben Bay and participated in the 'Way of the Cross' on Palm Sunday.

Our Mini Vinnies group remains a feature of the school and again held a winter sleepout and supported the winter and Christmas appeals. The Mini Vinnies team, supported by their teachers and parish leaders, donated their time to attend meetings, raise money and conduct pastoral visits in the community. Our chapter group worked in the school to create awareness of social justice issues and to actively show 'service' in the spirit of St Vincent de Paul to those in our school and wider community. Their involvement extended beyond the school grounds by attending weekend Masses and assisting in Parish fundraising activities and events, as well as visits to local nursing homes and fundraising to support the local St Vincent de Paul society and Caritas.

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## Curriculum, Learning and Teaching

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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

School improvements for student learning have been trialled and implemented. A Leading Teacher has been engaged for the past two years to drive implementation of specific initiatives under the banner of the State Literacy and Numeracy Action Plan (LNAP). These initiatives have enhanced teaching and learning for all students but especially those in Kindergarten to Year 2. The efficacy of such initiatives is revealed in the data from the last two NAPLAN years which shows St Paul's students improving at a rate that is consistently higher than the national average.

St Paul's is a Professional Learning Community School and as such has formed collaborative teams to facilitate opportunities for planning effective teaching-learning opportunities and developing assessments for future learning. These teams effectively use data to identify and endeavour to meet the needs of each student no matter their level.

St Paul's is recognised in the community as having an outstanding record in Learning Support. Our Learning Support team is highly experienced in identifying and supporting students with learning difficulties. With the assistance of the Learning Support team, the teachers are able to provide interventions for students at every level. In addition to the individualised supports, our Mini-Lit program is just one intervention that targets groups of students in Literacy and has been a successful addition to student learning activities. The St Paul's staff collect and analyse student data to plan and implement specific learning goals across all stages.

Extra teaching staff were engaged in 2019 to allow for smaller learning and teaching groups and to allow for specialist targeted teaching opportunities. Year 3 and Year 5 students participated in NAPLAN Online and Year 6 students completed the Year 6 Religious Education test. Further whole school assessments including ACER online assessments were

utilised to identify student skills and knowledge with data being used for future whole school planning. Outside professionals as well as Education Consultants from the Catholic Schools Office staff collaborated with school personnel to assist in planning and implementing teaching programs to address the needs of individuals. Professional Development continued throughout the year to reinforce the key messages and content of the curriculum.

The school's staff also includes a Psychologist, a Speech Therapist, an Occupational Therapist and a Pastoral Care Worker. Specialist staff were also employed at St Paul's in 2019 to teach Music and Personal Development, Health and Physical Education.

## Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	59%	57%	9%	11%
	Reading	63%	53%	9%	11%
	Writing	58%	51%	5%	6%
	Spelling	58%	48%	5%	13%
	Numeracy	46%	40%	11%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	22%	34%	24%	17%
	Reading	26%	37%	15%	12%
	Writing	9%	17%	20%	19%
	Spelling	37%	34%	9%	14%
	Numeracy	20%	29%	15%	14%

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## Pastoral Care and Student Wellbeing

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### 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](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### 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

The school motto to, "Stand Firm in Faith" is a constant reminder that the school is based on Gospel Values and all words and actions within the school should be a reflection of it. The school's "Positive Behaviour for Learning" (PBL) program is focused on the themes: "I am respectful, I am responsible and I am ready to learn". The program is connected to our School House system. Throughout 2019 individual students were regularly acknowledged for their efforts and their houses were rewarded for their efforts each term. Each fortnight a new focus was chosen and the whole school spent time each day concentrating on its meaning.

In addition to the PBL program, 2019 saw the reintroduction of the Peer Support program. Students met each week over two terms to work on activities that promoted respectful and responsible behaviour and encouraged students to see the value in each other and in the school. The groups were led by the Year 6 students and each contained representatives from every grade. The program was seen as having a positive effect from the teachers and the students participated enthusiastically each week.

St Paul's continued fund raising activities for Caritas Australia through Project Compassion and Catholic Mission. The school is always responsive with their generosity and delighted to be able give to such worthy causes. A 'Winter Appeal' and 'Christmas Appeal' operated to gather food items to support local families and a winter sleep out was held to raise awareness for the plight of the homeless in our community.

The school's involvement with our local nursing homes was expanded in 2019 with more students visiting more often. On their visits the students spent a good deal of time getting to know the residents and regularly entertained them by singing and performing as well as working with them on craft projects. The feedback from the nursing homes and the residents was always very positive.



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## School Improvement

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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

Changes to staffing structures, particularly in relation to the provision of dedicated times and staffing support allowed for more effective Professional Learning Teams during 2019. The teams were able to focus on Diagnostic Assessment DATA and collaborating to create common formative assessments which were more timely, efficient and practical.

Our LNAP program's impact continued to be extremely positive and in the earlier years the PL on progressions, especially on their use as formative assessment tools to inform teaching experiences, had a clear impact on teaching and on student results.

PD on differentiated teaching in 2019 resulted in observable changes especially in the area of mathematics. Differentiated teaching as well as Tier One, Two and Three interventions will continue to be a PD priority throughout 2020

Building teacher capacity in managing challenging behaviours in the classroom was another of our priorities for 2019. Professional learning on behaviour management, the functions of behaviour, Zones of Regulation, coupled with the revision of the schools policies, procedures and shared expectations proved to have a very positive impact on the school . An analysis of data conducted in 2019 showed a substantial reduction in the frequency and seriousness of negative behaviours from 2018.

## Priority Key Improvements for Next Year

Among the many goals for 2020, actively promoting St Paul's Mission and Vision within the school and to the wider community is seen as a priority. Further PD will also be conducted in relation to RE programs with the evidence of 'key learnings' being essential to improvement.

The school will continue to develop the capacity of all staff to implement effective differentiation incorporating Tier one and two interventions within the classroom with specific reference to the Mathematics and and English Blocks

A key priority for St Paul's next year will be to ensure the targeted growth and achievement of groups within the school with specific reference to Indigenous, EALD and G&T students. These groups will be closely monitored and supported. The Diocese have supported the employment of an Aboriginal Education Worker to assist us in our endeavours.

In the area of leadership St Paul's will support the professional growth of all staff and students through innovative structures, mentoring and professional development. We are looking at growing our leaders through our current leaders.

The school will also seek to establish and promote consistent and positive approaches to the well-being of staff, students and families.

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## Community Satisfaction

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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

As part of the Continuum of School Improvement (COSI) program St Paul's took part in the 6 yearly External Review process in 2019. One aspect of this process was the surveying of the parent body and the interviewing of representative parents.

The feedback provided parents as part of the process was extremely positive. Major positives for the parents included: that bullying and behaviour were well managed by the school; the grounds were kept in good condition; that the school has a culture of high expectations; that the school respected the dignity of all individuals and that the school engages effectively with the parish and wider community. Overwhelmingly, the parents reported that the school is highly regarded in the community.

Although the parents were consistently positive in their feeling that they were welcome and invited to participate in the school, a significant minority would like to be provided with more information regarding their children's progress and the directions and priorities of the school. These two areas will be a priority for future parent engagement areas.

### Student satisfaction

As part of the Continuum of School Improvement (COSI) program, St Paul's took part in the 6 yearly External Review process in 2019. One aspect of this process was the surveying of the student body and the interviewing of representative students. Students were overwhelmingly positive.

Areas in which the students responded most positively were: feeling safe at school; feeling valued by their teachers; feeling confident to ask questions and getting the help they need with their learning. The students were also very positive about the opportunities for sport and other non-academic aspects of school life.

Students expressed the desire for more technology within the school and more playground equipment.

## Teacher satisfaction

As part of the Continuum of School Improvement (COSI) program St Paul's took part in the 6 yearly External Review process in 2019. One aspect of this process was the surveying of the teachers and staff as well as the interviewing of representatives from these groups.

Highlights of the satisfaction survey for teachers included: their participation in the Catholic life of the school; the quality of the teaching programs: level of resourcing and the feedback the school provides to the parents.

At the start of the process a number of teachers expressed their concerns about some student behavioural issues. The executive in collaboration with the staff implemented a number of changes throughout 2019 and, by the end of the year, a subsequent staff survey had determined that overall staff satisfaction in this area had improved significantly.

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## Financial Statement

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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 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3314315
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$969707
Fees and Private Income <sup>4</sup>	\$756473
Interest Subsidy Grants	\$12095
Other Capital Income <sup>5</sup>	\$172500
<b>Total Income</b>	<b>\$5225090</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$4377
Salaries and Related Expenses <sup>7</sup>	\$3798684
Non-Salary Expenses <sup>8</sup>	\$1105510
<b>Total Expenditure</b>	<b>\$4908571</b>

### 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 2019 REPORT