



2020

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

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About this report

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. We are a small inclusive community that provides a supportive and personal education experience for our families.

As Principal of St Joseph's Catholic Primary School Narrabeen, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school.

Our School core values of community, respect, stewardship and compassion underpin our actions, learning and beliefs in all that we do. The School's motto, Build in Love was evident in a year that was unlike any other our community, Australia and world wide has ever known. Despite the uncertainty and changes to how we taught and learnt it was still a year of learning, growing, developing, and formulating future plans for the continued growth of the School.

Parent Body Message

Throughout 2020, St Joseph's, like all other schools faced many challenges to maintain parent engagement during Home Based Learning and the COVID-19 restrictions. Even though the COVID-19 restrictions prevented parents entering the school grounds for most of the year, school leadership and teachers maintained a close relationship with parents through school newsletters, social media, online surveys, zoom P&F meetings and an online parent education session. Families were also individually contacted by the school Principal on a needs basis during Home Based Learning to check-in for academic and well-being conversations. A Pastoral Care team from Catholic schools Broken Bay (CSBB) also checked in with families identified through responses to an online survey. Fee support and pastoral support was offered to any who needed it.

Parents and carers were very appreciative of the efforts of all staff during Home Based Learning and how teachers were willing to respond quickly to feedback and make adjustments to learning so that all students could access the learning from home or school.

The P&F executive team and Class Parents were unable to organise and hold most of the traditional events through the year. However, the Easter raffle, a Colour Fun run, with emphasis on participation and fun for the students, and the annual disco was held with a Halloween theme, all outside and meeting restriction requirements. Class Parents worked successfully to connect school families to each other. This community spirit resulted in

significant support of those in need which was especially vital during the period of Home Based Learning.

Prior to COVID-19 restrictions at the end of Term 1, the parent teacher evening was held face to face and in Term 2 a Parent numeracy education session was held via Zoom before the P&F meeting also via Zoom.

Student Body Message

Even though 2020 was a completely different year than we have ever experienced in the school and in the world, we still believe we had a wonderful and successful year at St Joseph's. As students we developed deeper relationships with our peers and teachers because they helped us get through the difficult times of 2020. We learnt so much about technology and online programs and we developed our independence, resilience and perseverance during Home Based Learning and with the COVID restrictions.

All the Year 6 leadership teams organised an event with the help of their teacher mentor, to think 'outside the box' and organise a Co-Vid safe event. So even though we missed out on some of our usual events we still had our Athletics carnival (without parents), an awesome book week parade complete with an walking dinosaur and a Halloween school disco. The most fun was the P&F colour fun run held at a local park.

For many of us, school was a fun, safe and wonderful learning place for everyone in a year when many places were now out of bounds and our usual out of school activities could not continue.

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school.

The School was established on the site in 1939 by the Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, Kindergarten to Year 6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the Parish Priest and assistant Priest to reach out and invite people into the worshipping community.

Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 Start Right program. The St Lucy's students are included in some events with the St Joseph's students who in turn learn to make adjustments for others to support their individual needs.

During 2020 our usual full program of school and community events was restricted and/or cancelled due to the NSW Co-vid restrictions in place for most of the year.

Although a small school community, students are offered many opportunities. The Year 6 children are all part of a leadership team. Each team is encouraged to organise their own events with the help of a teacher mentor to add to the spirit of engagement in our school community. During 2020 all leadership teams were still bale to participate in or organise some adapted events for the school community, usually without parent participation.

Students also participated in a restricted way with School band and drama club. Performances of course were cancelled or greatly restricted.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
67	75	25	142

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 94.85%. 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
94.21	94.28	95.25	94.06	95.96	94.63	95.54

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	4

Total number of teaching staff by NESAs category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

SDD 1- this day had 3 main sections of learning

- Unpacking the new School Improvement Plan
- Teacher growth and development goal setting
- Curriculum, teaching and learning. Looking at Student engagement- (a SIP goal), by focussing on Dylan Wiliam's research on assessment in feedback

SDD 2. A CSO granted SDD for HBL planning

SDD 3. A CSO directed SDD- the launch of *Towards 2025* Diocesan strategy.

SDD 4- looking at student assessment data from PATR and PATM assessments and evaluating the SIP.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The restrictions placed on places of worship and schools for Co-Vid Safety in NSW during most of 2020 meant that the usual celebration of liturgy for sacrament days and feast days were cancelled or celebrated online and via Zoom.

We were still able to celebrate a Mass for the beginning of the year in our Parish church with parents present and an end of school year liturgy was conducted outside with some invited parents of leaving students. Liturgies were celebrated outside for no longer than 15 minutes for other Holy days The Year 6 graduation was celebrated in the church with families of 4 present. The REC led the staff in organising our new way of celebrating liturgy.

We worked very closely with our Parish Priest to monitor the restrictions and to this end, the parish sacramental program was basically cancelled with only children who had prepared for the sacraments of Reconciliation and Eucharist receiving the sacrament in small private groups when the church was permitted to open again in a limited way.

The staff were still able to participate in some professional learning for Religious Education. The focus was on developing a new school scope and sequence with new units of work focussing on less outcomes. Staff worked with the REC and Catholic Schools Broken Bay (CSBB) Education Officers in person and via Zoom to develop units and assessment tasks.

The Year 6 student social justice team were restricted in their fund raising activities for charity but were still able to conduct a Mission day in Term 4 to raise funds for the Caritas Mission, as well as participating in the St Vincent de Paul winter appeal and collecting goods for the

Christmas hampers.

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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The School offers a dynamic primary education. Our team of passionate teachers delivers the curriculum through exciting, engaging and purposeful learning opportunities which foster critical thinking, curiosity and a love of learning.

During 2020 the school was ready to launch our new School Improvement Plan (SIP) 2020-2022, which has as a Curriculum Teaching and Learning goal; 'to develop learners who show initiative, take risks and are proactive in their learning'. We began by participating in some professional learning exploring what engaged learning looks like in a classroom. The closure of schools in NSW due to the Co-vid 19 pandemic, meant that this work was left as we changed direction to very quickly put in place programs for Home Based Learning (HBL) as students mainly stayed at home to learn. Teachers strived to create content that was engaging and accessible, as well as differentiated and did not require as much explicit teaching as would normally happen in a face to face teaching situation.

As students returned to school in a restricted way, 1-2 days per week, teachers were asked to work one on one within the small class to ascertain the level of development and understanding of outcomes in both maths and English by implementing assessment tasks. This enabled teachers to adjust their teaching programs for when all students had returned to school in mid Term 2. NESA had set a directive that all outcomes in each grade/stage did not need to be met in 2020, enabling the teachers to really focus on those outcomes that were lacking as revealed by the individual assessments.

By mid Term 2, the staff revisited the professional learning in Engaged Learning begun in Term 1. As a team we discussed, wrote, developed, reviewed and edited a set of 5 Learning Statements to create a rubric by which we could measure our success in engaged learning in our classrooms. We observed our stage partner teach a lesson in Term 4 and used the rubric to initiate discussion about meeting the Learning Statements.

We also continued our once a term per teacher Learning Team meetings attended by the Principal, Assistant Principal and Learning Support Teacher (LST) to discuss the learning progression in each class, focussing on 3 students who had presented with concerns. Actions were devised and followed up by the classroom teacher and LST.

The CSBB Numeracy Education Officer also worked with the Numeracy co-ordinator staff

member to implement a coaching program with 2 Stage 1 teachers to improve the teaching and learning of Mathematics. This same staff member led the Extending Mathematical Understanding (EMU) intervention program for 3 identified students in Year 1. All 3 of these students showed important growth in understanding by the conclusion of the year.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

During 2020, pastoral care and well being of students and their families became a very important priority as family circumstances changed, for some meaning their businesses were closed or minimised and for many parents working at home with the added stress of children being at home and needing to supervise the Home Based Learning program (HBL). During the weeks of HBL teachers conducted whole class Zoom meetings to check in with their classes regularly and then called those families they hadn't heard from regularly. The school responded to the results of a survey about HBL by changing the access and home activities to help all families through this stressful time.

In Term 3 teachers analysed the Social Emotional Learning (SEL) data collected on students via the continuum and made adjustments to PDHPE programs to help improve those skill areas lacking in their class. The once a term Learning Team meetings held with each class teacher and the Learning Support teacher, Principal and Assistant Principal became imperative to discuss concerns about children and families struggling with the changes and restrictions. The Learning Support team in particular worked very closely with families of children with high and individual needs to ensure their education continued and parents were able to take a break from the supervising of lessons by being able to send their child to school.

The Catholic Schools Broken Bay (CSBB) initiated a program where school counsellor called families who were suffering financial stress and the Co-vid 19 fee relief package offered by CSBB brought much needed financial relief for many families.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Year 6 students buddy a Kindergarten student and Year 5

students buddy a student from the St Lucy's satellite class. This buddy program still continued with contact being made in other ways where possible between the leader and buddy. The P&F fundraising event, the Colour Fun Run became an event not for fund raising but a chance for the students to just enjoy some frivolous fun together outside as a whole community after a time of restriction and lock down.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In the Mission domain the key improvement strategies were;

Design engaging creative RE units of work to develop as independent, creative and reflective learners. Begin to look at assessment as related to the new units of work assessments. Staff to work with REC in stages to moderate assessments. Allocated time for staff to work with the REC to redesign units and tasks- 1 stage per term over the year to develop units.

These key strategies were achieved with this evidence:

Modified S&S. Units written with guided questions to formulate new units of work to engage students.

Programs reflected changed/modified units. Teacher evaluation of programs noting improved engagement from students. Teachers enquiring of the REC re: units. CSBB Ed officers approval of units

In the Teaching and Learning Domain the key improvement strategies were:

Based on a shared understanding of the learning principle about student agency, staff will develop a set of learning statements that describe the observable evidence of the setting and practices that demonstrate student agency and engagement of learning for students.

Use the CoT cultural forces authentically to build a culture that promotes agentic learning.

Professional learning for teachers about assessment and feedback from Dylan Wiliam P/L to improve assessment strategies including self-assessment.

These key strategies were achieved with this evidence:

Learning statements developed as a rubric, trialled, evaluated from teacher feedback and edited to 5 learning statements. Dylan Wiliam PL held in term 3 helped reinforce "No Hands Up" PL from term 1.

Teachers knowledge understanding and language related to the principle of student agency

and engagement is developed and evident. Teachers are 'walking the talk' in regards to student engagement.

Priority Key Improvements for Next Year

Key improvement strategies for 2021 as per our SIP 2020-2022 are:

In Mission; Assessment tasks improved to increase engagement and agency. Continued development of new units using inquiry questions into 2021 S&S.

In Teaching and Learning; Application of the 5 Learning statements to W&T's by teachers to enable measurement of improvement in student engagement in learning. Units of work reflect planning and programming to enable high student agency incorporating the pedagogies of CoT, enquiry learning, CBL, NPDL and EPMC

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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

In 2020, our parent community were invited to complete a variety of surveys with different purposes. In mid Term 2 after students returned to school, the school developed a survey to ascertain the success or not of the Home Based Learning (HBL) program and strategies as well as asking the parent point of view about their child as a learner to bring more information to the half yearly parent teacher interviews. There were statements of support for the work teachers had done to engage all students in what were difficult circumstances. There were also parents who felt the school had not taken into account family circumstances or did not make enough contact with students. Other parents expressed how much they had learnt about their child as a learner for the HBL experience.

The CSBB also invited parents to complete 2 surveys about satisfaction with the school. The first survey was developed by the CSBB and a Net Promoter Score (NPS) of 22 was achieved. The TTFM survey completed at the end of the year revealed an increase of the NPS to 54 indicating parents were more satisfied with the school.

Student satisfaction

In what was a very unpredictable, difficult year, the students surprisingly still expressed satisfaction with many aspects of the school year. Showing their resilience, students focussed on the positives of the stay at home order and learning from home.

Students expressed their delight at special days such as the Athletics carnival, held without parent spectators or volunteers, the P&F fundraising event of the Colour Fun Run held at a local park, the Book week parade complete with a full size animated walking dinosaur and the Halloween disco. By the end of the year the Year 6's were still able to hold their Graduation mass in the church and their Graduation party at a local club. They and their families were very grateful for this.

Teacher satisfaction

The TTFM teacher survey revealed that teachers were still generally satisfied with the majority of the questions with that enquiry tool.

Teachers were incredibly resilient and flexible adapting to the changes demanded of them by

the changing landscape of education in 2020. They appreciated that the leadership were able to adjust the learning timetables during HBL so that teachers could also spend some time working at home during early Term 2. They were also appreciative of the support from the Student Achievement workstream of the CSBB who provided advice and resources for the HBL program. All teachers agreed that teaching face to face is far more rewarding than teaching online remotely.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,459,053
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$407,444
Fees and Private Income ⁴	\$369,098
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$69,459
Total Income	\$2,305,054

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$33,981
Salaries and Related Expenses ⁷	\$1,845,932
Non-Salary Expenses ⁸	\$424,585
Total Expenditure	\$2,304,498

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 2020 REPORT