

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



Corpus Christi Primary School

Platt Street, WARATAH 2298

Principal: Julie Mulhearn

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

About this report

Corpus Christi Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is my privilege to present the 2019 Annual School Report for Corpus Christi Primary School, Waratah. This report outlines the many achievements, as well as the on-going improvement of Corpus Christi School during the 2019 academic school year.

During 2019, Corpus Christi's school improvement agenda completed the final year of a 3 year focus using two domains drawn from the National School Improvement Tool (NSIT) - The Analysis and Discussion of Data and Differentiated Teaching and Learning. Significant time was devoted to the number of ways this can be done to paint the clearest picture of a cohort's tracking in their learning especially in the area of Maths. From this we focused attention on developing data informed differentiated teaching and learning opportunities within the classroom across all KLAs with a focus on English and Maths.

2019 saw a focus on the development of an integrated wellbeing framework that integrates the many aspects of wellbeing and initiatives we can use to consistently articulate and promote it while embedding it into curriculum.

It is anticipated that this document will generate an awareness of our school's achievements and our endeavours in school improvement, as well as provide thoughtful discussion about our directions for the future development of the school.

Parent Body Message

The focus of the Parents and Friends Association at Corpus Christi is foremost to support the initiatives and endeavours of both students and staff in creating a quality Catholic educational experience. Meetings held monthly provide additional channels of communication for parents, staff and the broader school community. Activities organised throughout the year include social events, fundraising events and working bees as well as managing the Uniform Shop and School Canteen. These activities strengthen the connections within the school while facilitating improvements and opportunities that aim to enrich the experience for all involved with Corpus Christi Primary School.

In 2019, significant funding efforts supported by the Parents and Friends were delivered to our school. This support includes funding towards the school's future planned installation of an integrated audio visual installation in the hall and the re-imagining of the school Library as a central, flexible Student Learning Hub for the contemporary world.

The executive committee maintained stability into 2019 with all executive members retaining their substantive position except for the secretary role which has been undertaken by a new executive member.

Student Body Message

Our student leadership team comprises of four elected students from Year 6 for the entire year and four staff- appointed students from Year 5 for Semester One and then a change of four students for Semester Two. This team of eight student leaders form our Student Leadership Team and attend meetings with the members of the School Executive to share ideas and be the representative voice of the student body in the school newsletter. The student leaders conduct weekly award assemblies, organise mission days and special interest days, represent the school at special events and generally help out whenever needed.

We also have two house leaders for each of our sporting groups: Dominic (Gold), Patrick (Green) and MacKillop (Blue). These leaders are responsible for organising their teams at swimming and athletics carnivals; maintaining the sports shed and resources, being a positive role model in sporting activities and encouraging others to do their best at sporting events. Other leadership opportunities are provided through Mini Vinnies, the Environmental Team and Library monitor roles.

In 2018, our student leaders continued to contribute to the school newsletter with the Corpus Catch Up column. In each newsletter, students added their own perspective to the events that were shaping our school. They raised issues that concerned students and encouraged the best solutions for different problems that arose.

2019 also saw the Leadership development program continue. Our leaders attended the Diocesan Events throughout the year. Our up and coming Year 5 students also participated in a Leadership Development Day in Term 4 as they prepared to nominate for leadership roles in 2020. Once this process was conducted and the student leaders for 2020 were announced, the newly elected leaders were part of the symbolic handing over of leadership at the End of Year School Mass.

2019 saw our first trip to Canberra for over 10 years. It was a wonderful excursion and all of Stage 3 enjoyed the sights, the learning and the beautiful weather that Canberra provided. We showed great resilience and independence. For some of us it was the first time that far away from our families.

School Features

History of the School

Corpus Christi School, Waratah was originally established in a house in Alfred Street, Waratah owned by the Dominican Sisters, who, of course, also provided the staff. The former pupils remember the Rosary Convent School as a "...three-roomed cottage with a veranda and a folding door to divide the biggest room into two when necessary". A five classroom school was built in 1934 and in 1954 a second story was added.

In 2002 a two story administration building, housing a new canteen, staffroom, library and offices adjoining the current building was built. In 2010, the school received a major renovation through the Federal government "Building the Educational Revolution" program. The Parish Hall and all classrooms were refurbished, specific learning areas created and each classroom installed with the latest technology.

Our school now has new extended playground spaces to include playground sized soccer fields, basketball courts, handball courts, sand pit, playground equipment and a fitness field as well as the north facing imaginative play area called the Dominic Courtyard.

About the School

Corpus Christi caters for students in Kindergarten to Year 6 in the Holy Trinity Blackbutt North Parish. Our other parish schools are St John's at Lambton and St Therese's at New Lambton. Our local high school is San Clemente at Mayfield. We share important links with our local Dominican schools who are St Columban's at Mayfield, St Dominic's Centre, Mayfield and San Clemente at Mayfield, as well as a Dominican connection with St John the Baptist at Maitland and ASC St Mary's Campus, Maitland.

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

Girls	Boys	LBOTE*	Total Students
77	86	24	163

* 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 93.29%. 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
94.20	92.70	93.40	93.20	95.10	90.80	93.60

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 2019:

Total number of staff	20
Number of full time teaching staff	6
Number of part time teaching staff	10
Number of non-teaching staff	4

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

Teaching staff members utilised weekly PD meetings to participate in both registered and teacher identified PD drawn from the school improvement plan and PPD goals.

Day 1 - Governance

Annual staff induction training (Including WHS Site Induction) and Governance Paperwork

Day 2 - Understanding and Using the Numeracy Progressions

The purpose of the day is for teachers to gain knowledge and understanding of the numeracy progressions and how it can be used alongside assessment practices to identify numeracy development. Staff will impact student learning by developing a greater ability to plot track and set goals in student learning in the area of Mathematics

Several follow up Staff meetings and SIP funded release days allowed teachers to further develop the connection between numeracy progressions and outcomes so as to link teaching with assessment.

Day 3 - Nature and Purpose of a Catholic School

The purpose of the day is for staff members to gain a greater understanding of and commitment to the nature and purpose of the Catholic School as set down in church and Papal documents. Staff will link this importance to our role as Catholic School Educators and the importance of our Catholic Identity to be visible, audible and felt every day.

Day 4 - Half Day - Science

ICT vs Digital Technologies (2 Hour)

Term 2 -Digital Technologies - Algorithms, Iteration and Branching (2 Hour)

- Half Day - NCCD Disability Online Modules

Catering for students with Special Needs. The right learning in front of the right child at the right time

Day 5 - CPR, Emergency Care and Anaphalaxis

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)

We take pride in our Catholic Identity and express the Gospel values in all Key Learning Areas, as well as through the general life of the school. Inspired by our motto, Veritas, our core values of prayer, learning, service and community fuel our mission of “Together in truth and love, we **EDUCATE**. Together in truth and love, we **CELEBRATE**. Together in truth and love, we **INSPIRE**”. Those same core values inflame our vision to be “Reflecting the **FACE OF GOD** and equipping students for the **CONTEMPORARY WORLD** through **EXCELLENCE IN EDUCATION** for all”.

Our school has a proud commitment to the social justice action and community well-being. This remains at the core of all that we do and gives action to our shared faith. It is an expression of God's love in our lives.

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

Religious Education

Religious Education takes place in both the formal and informal curriculum of the classroom and school. The formal curriculum deals with the knowledge, skills, attitudes and values related to religion and faith. As the children move through their schooling, their capacity to understand concepts and the teachings of Jesus and the Church grows and develops. Religious Education curriculum covers content across four strands.

- JESUS and SCRIPTURE
- HISTORY and BELIEFS
- CELEBRATION and PRAYER
- JUSTICE and MORALITY

Other Key Learning Areas

All content from the Key Learning Areas of English, Mathematics, Science, HSIE, Creative Arts and PDHPE is governed by the NSW Education Standards Authority (NESA) and can be found on their website <https://educationstandards.nsw.edu.au>. T

English- Daily English Blocks of 100 minutes includes activities within the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation.

Mathematics - Daily Math's lessons of 60 minutes include learning focuses across the following strands; Number and Algebra, Measurement and Geography, Statistics and Probability and Working Mathematically.

Human Society and Its Environment (90 minutes a week) - Encourages students to study relationships between people, cultures and languages, with a special focus on civics and citizenship.

Science and Technology (90 minutes a week) -Helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology across 5 content strands.

Personal Development, Health and Physical Education- Helps students develop self-esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle decisions. Includes Specialist PE lessons each Wednesday (35 minutes)

Creative Arts (90 minutes a week)- Students participate in the art forms of dance, drama, music and visual arts through creating and making their own works. Corpus Christi engages a specialist music teacher who delivers the curriculum content in music, dance and drama in weekly lessons of 35 minutes (Wednesdays)

Thinking about thinking, Learning about Learning.

Corpus Christ has a focus on articulating learning and making it visible for all. It is well understood that by “thinking about thinking” and “learning about learning” we can augment the natural learning process. Rather than just coming up with the answer, learners are challenged to think about how they arrived at the answer and discuss different strategies in terms of efficiency and accuracy. They are also challenged to think about their learning in reference to the learning intentions and success criteria for the task or unit. We do this with a series of consistent questions across all classrooms and with slight changes to the wording we can ask the same questions across different contexts.

- **What are you learning? Why? (older students)**
- **How are you going?**
- **How do you know?**
- **How can you improve?**
- **Where do you go for help?**

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	61%	57%	9%	11%
	Reading	57%	53%	9%	11%
	Writing	27%	51%	9%	6%
	Spelling	39%	48%	13%	13%
	Numeracy	26%	40%	4%	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	52%	34%	8%	17%
	Reading	44%	37%	0%	12%
	Writing	36%	17%	8%	19%
	Spelling	36%	34%	8%	14%
	Numeracy	28%	29%	4%	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 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

2019 saw the developments of an integrated Whole School Wellbeing Framework that combines the Be You Wellbeing Initiative, Positive Behaviours for Learning and Make Jesus Real programs. This came about as a result of a community evaluation of the many different initiatives available and an acknowledgement that it needs to be a coordinated focus. The school was already using PBL framework and Kidsmatter (a predecessor to Be You) so it was a natural progression to then seek a framework that linked wellbeing to a Catholic Lens for greater context - hence the introduction of Make Jesus Real program.

The framework to be launched in its entirety early in 2020 will have the different elements and content explicitly covered through whole school weekly focuses. From articulation at the Monday Assembly to an explicit lesson in each classroom for 20 minutes and completing the focus with Weekly awards at the Friday Assembly. This coordinated approach allows for consistent language and awareness of the many facets of the wellbeing framework.

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 Catholic Formation and Mission, we focused on developing a strong Faith formation plan for staff over the next 3 years that will challenges, develops and engages staff with their own faith within a Faith filled and Eucharistic Community. From a whole community perspective we continued to build links with the Parish organising several events together including the End of Year Christmas celebration and Parish BBQ.

Within the Domain of Learning, the school improvement focused on the integration of STEM based activities across all aspects of learning, with a particular focus in implementing the new Science curriculum and the emphasis on Digital Technologies.

The second major focus of improvement was in the area of Maths and more specifically in the area of tracking student achievement in Maths in a regular, consistent way. All staff received PD and began to use the Progressions data alongside PAT and NAPLAN data in Maths to gain greater clarity of where student achievement levels are and next steps in learning. Developing a renewed pedagogy focus in Maths was also part of this improvement area as we planned for the use of big ideas across multiple concepts in Maths and connections to other disciplines

Priority Key Improvements for Next Year

Catholic Formation and Mission

- Indigenous Spirituality links with Catholic Charism
- Student Parliament embedding Service Leadership and Eco warriors

Learning

- Visible Learning and Assessment Rubrics
- Mathematics Progression Data and Renewed Pedagogy

Leadership

- Data Based Discussions about Student Learning – Doing PLC Right
- Pedagogical Mentor and Staff PPD

Wellbeing and Partnerships

- Full implementation, embedded and Integrated Approach to Wellbeing
- Specialist Support for 2021 Kindergarten Orientation (Speech and OT)
- Partnering with Indigenous Communities to authenticate visible Indigenous symbols within the school grounds

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

We were able to compare the Community Feedback data from the 2019 COSI Self Review process to the data received in the prior community survey in 2016. This showed significant increases in the proportion of parents agreeing or strongly agreeing with statements across all areas.

In Teaching and Learning, we received 84% of parents affirming the statements that were made, an improvement of 25% from the data in our 2016 data. While it is great to note the improvement, it also tells us that we have some more work to do in this area with greater clarification on learning within the classroom

In the area of Student Welfare, we have noted an improvement in this area from 56% in 2016 to 76% in 2019 of parents agreeing with the various statements. However, it also challenges us in the areas of consistency and transparency in behaviour management.

The area of school leadership, organisation and communication also saw significant growth for 64% of parents in 2016 to 83% of parents in 2019. Our strongest result is the response to the statement "I know what is going on in our school" with only 58% of parents in 2016, agreeing and strongly agreeing compared to 98.5% in 2019.

Student satisfaction

The students believe that Corpus Christi is a great school to belong to. Senior students indicated that they benefited from their learning environment and that they believe they were well prepared for high school.

Their friendships and their social interactions were extremely positive and highly valued. All students enjoyed special focus days such as celebrations for Mission Day, Grandparents day and the PBL Launch Day. They engaged fully in Mini Vinnies initiatives for various social justice program and excursions were well received.

Teacher satisfaction

We were happy to receive positive feedback from staff across all areas that reflected a clear understanding of the areas of improvement we are focusing on in our COSI journey.

Staff respondents agreed or strongly agreed in all aspects of the survey with one exception.

In the areas of dealing with behaviour being consistently managed, a proportion of staff disagreed with this. Whilst not to the same degree we found with the parents' data, this does line up with parent perception of the same issue.

Once again, this challenges us to rejuvenate the PBL program and continue to clarify for staff the need to be consistent, in both actual management and being visible when doing so. Staff members have expressed their belief about inconsistency in the past (as different personalities manage expectations differently) so this is not surprising data. It will be important to monitor and mentor teachers whose level of consistency is to the point of being detrimental to the whole-school behaviour management program.

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1578228
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$493191
Fees and Private Income ⁴	\$327899
Interest Subsidy Grants	\$2602
Other Capital Income ⁵	\$90799
Total Income	\$2492719

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1825
Salaries and Related Expenses ⁷	\$1784132
Non-Salary Expenses ⁸	\$531725
Total Expenditure	\$2317682

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